DOCUMENT RESUME

ED 250 344 TM 840 641

AUTHOR McDaniel, Patrick L.
TITLE New Mexico High School Proficiency Examination (NMHSPE). District Report. 1982-83.
INSTITUTION Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.
PUB DATE 83
NOTE 84p.; For related documents, see ED 211 563 and TM 840 508.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Statistical Data (110)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Achievement; *Basic Skills; Curriculum Development; Cutting Scores; Grade 10; High Schools; *Mastery Tests; School Districts; State Programs; *State Standards; *Student Certification; Testing Programs; Test Items; *Test Results
IDENTIFIERS *Albuquerque Public Schools NM; *New Mexico High School Proficiency Examination; Rasch Scaled Scores

ABSTRACT

This report summarizes test results for the objective portion of the 1983 New Mexico High School Proficiency Examination (NMHSPE) in the Albuquerque Public School district. The NMHSPE assesses the mastery of skills and knowledge specified in the New Mexico Basic Skills Plan. A basic skill is the ability to apply one of five designated skills (Reading, Communication Mechanics, Problem Solving, Identification of Facts and Terms, and Computation) to one of five content areas (Community Resources, Consumer Economics, Mental and Physical Health, Occupational Knowledge, and Government and Law). Students successfully completing both the objective portion and the writing assessment receive a diploma endorsement and a transcript notation from the State Department of Education. Sophomores failing exam sections may retake them as juniors and seniors. The 1983 NMHSPE contains 146 items and uses a Rasch Scale scoring system. Results detailed include: (1) percentage of sophomores taking and passing the NMHSPE; (2) performance summary for special education students; (3) average percent correct; (4) district performances in content and skill areas; and (5) skill and content area interaction. Using NMHSPE results, all schools should identify curricular priorities related to the New Mexico Basic Skills Plan. Appendices contain NMHSPE goals and objectives, NMHSPE Item Descriptors; and a NMHSPE diploma endorsement facsimile. (BS)

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ALBUQUERQUE PUBLIC SCHOOLS

1982-83

NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

(NMHSPE)

ED250344

DISTRICT REPORT

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CAROL ROBINSON, Director

Prepared by:

PATRICK L. MCDANIEL
District Program Evaluator

Cover by: Kathlyn Klamerus

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ADMINISTRATIVE SUMMARY
1983 NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

I. BACKGROUND INFORMATION ON THE NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION.

The role of the NMHSPE is to assess the extent to which New Mexico students have mastered the skills and knowledge specified in the New Mexico Basic Skills Plan. The Basic Skills Plan, adopted in April, 1977, by the New Mexico Board of Education, attempts to "better ensure the acquisition of basic skills by New Mexico students". The NMHSPE is divided into two sections: an objective portion and a writing assessment. Only the objective portion is considered in the present report.

Basic skills have been defined in functional terms: a basic skill is the ability to apply one of five designated skills (Reading, Communication Mechanics, Problem Solving, Identification of Facts and Terms, and Computation) to one of five content areas (Community Resources, Consumer Economics, Mental and Physical Health, Occupational Knowledge, and Government and Law). Success on the NMHSPE thus depends not merely upon mastery of content, but also upon the mastery of skills, and upon the ability to apply the skills in practical "real-life" situations.

A student who successfully completes both sections of the NMHSPE receives a diploma endorsement and a transcript notation from the State Department of Education. A student who does not pass one or both sections of the examination may re-take either or both sections in the junior and senior years.

The 1983 NMHSPE contained 146 items. As has been true since 1981, a Rasch scale score of 523 was the mimimum passing score on the objective portion. The Rasch score is utilized because it takes item difficulty into consideration, as well as student ability. Use of the Rasch scoring system ensures that equivalent levels of achievement are required from year to year, regardless of the difficulty level of each version of the examination.

II. SUMMARY OF 1983 RESULTS.

A. Percentage of District Students Passing the NMHSPE: Longitudinal Summary.

GRADE LEVEL	PERCENTAGE OF STUDENTS PASSING THE NMHSPE		
	1983	1982	1981
10	93.0	92.3	91.4
11*	86.0	85.0	81.0
12*	89.0	86.0	88.0
TOTAL (All Grades)	92.0	90.9	89.6

* Juniors and seniors are included in order to provide a complete overview of results. However, it must be remembered that the performance of the small group of juniors and seniors who take the examination is not representative of the performance of all juniors and seniors in the District. The majority of students in the Albuquerque Public Schools take and pass the examination as high school sophomores.

It is evident from the chart that the percentage of sophomores passing the NMHSPE has grown steadily from 1981 to 1983. This trend demonstrates the successful implementation of the Basic Skills Plan in the Albuquerque Public Schools.

B. Performance in the Content Areas (1983).

CONTENT AREA	AVERAGE PERCENT OF ITEMS ANSWERED CORRECTLY
Community Resources	78.4
Mental and Physical Health	75.9
Consumer Economics	67.8
Occupational Knowledge	67.4
Government and Law	61.1

C. Performance in the Skill Areas (1983).

SKILL AREA	AVERAGE PERCENT OF ITEMS ANSWERED CORRECTLY
Communication Mechanics*	85.0
Reading	79.4
Computation	70.8
Problem Solving	67.3
Identification of Facts and Terms	67.1

*Since Communication Mechanics is represented by only three items, results in this skill area are extremely unreliable. It is not possible to assess ability in Communication Mechanics from the objective portion of the NMHSPE.

D. Interaction of Skill and Content Areas.

The New Mexico High School Proficiency Examination assesses the student's ability to apply the five skill areas to the five content areas. When skills are applied to content areas, the results are as follows: (Percent figures represent the average percent of items in the skill-content area answered correctly by student in the Albuquerque Public Schools. Numbers in parentheses represent the number of items represented by each skill-content area).

	Community Resources	Consumer Economics	Health	Government And Law	Occupational Knowledge	Total # Skills Items
Reading	78.5% (13)	79.4% (7)	80.7% (7)	73.2% (5)	77.3% (7)	(39)
Commun. Mech.	No Items	83.0% (2)	89.0% (1)	No Items	No Items	(3)
Comput.	81.2% (4)	68.8% (6)	68.0% (4)	52.0% (1)	71.0% (2)	(17)
Ident. of Facts and Terms	96.7% (3)	76.2% (6)	76.3% (7)	56.9% (15)	66.4% (8)	(39)
Problem Solving	77.1% (7)	57.8% (13)	80.1% (11)	58.9% (7)	66.4% (10)	(48)
Total # Content Items	(27)	(34)	(30)	(28)	(27)	TOTAL NMHSPE ITEMS: 146

EXPLANATION:

The percent correct figures in the above chart represent student performance when each of the five skills is applied to each of the content areas. The percentage in each cell is derived by averaging the percents correct of all of the items in which the specified skill is applied to the specified content area.

The number of items in each category of the matrix may be used to estimate the reliability of the percentages provided. Whenever the number of items is small, extreme care must be taken in interpreting the results.

E. Conclusions and Recommendations.

1. The percentage of students in the Albuquerque Public Schools passing the examination is extremely high (93.0%).

2. The percentage of students in the Albuquerque Public Schools passing the examination has steadily increased during the last three years.

3. The Albuquerque Public Schools is addressing the basic skills in its curriculum in an increasingly effective manner.

4. The NMHSPE is an interdisciplinary test: it requires students to apply skills acquired in a variety of subjects to content areas. Since each item is an application of a skill to a content area, it is unrealistic to expect that attention to content by itself will improve student performance. Interdisciplinary approaches to teaching content and skills would be effective in improving student performance.

5. Although the NMHSPE is a "high school" proficiency exam, the basic skills represented in the examination are appropriate for inclusion in the curricula of elementary schools, middle schools, and high schools. Student acquisition of these skills is dependent upon an articulated and sequential approach to instruction. On the basis of student need, elementary, middle school, and high school curricula should reflect appropriate expectations at each level.

6. On the basis of priorities established by close examination of the NMHSPE results presented and discussed in the present report, elementary schools, middle schools, and high schools should identify curricular priorities related to the New Mexico Basic Skills Plan. Individual School Reports provided to each high school are designed to assist in such efforts.

CHAPTER I

BACKGROUND INFORMATION:
NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

CHAPTER I

BACKGROUND INFORMATION ON THE NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

The New Mexico Basic Skills Plan

In the mid-1970's, society's interest in improving the quality of primary and secondary public education led to an increased emphasis on educational accountability. In New Mexico this trend culminated in April, 1977, with the adoption of the New Mexico Basic Skills Plan. This plan, which resulted from the efforts of a state-wide task force, attempts to ensure the acquisition of basic skills by New Mexico students.

The New Mexico Basic Skills Plan is comprised of three components:

1. The identification of life competencies and basic skills goals and objectives.

2. Local planning for instruction and student remediation in these competencies, goals, and objectives.

3. Evaluation at both the state and local levels resulting in a diploma endorsement for those students who pass the test at the tenth grade or later.

The State Department of Education has established procedures and requirements for the implementation of the Basic Skills Plan. These requirements state:

1. "Districts must insure that all of the goals, objectives, life competencies, and skills are included in the local curriculum."

   According to the State Department of Education such instruction must occur prior to administration of the objective and writing portions of the New Mexico High School Proficiency Exam in the tenth grade. Instruction must be made in courses that are "equally available or required of all students, not only in elective courses selected by a percentage of students".

2. "Districts must establish at least one checkpoint prior to the tenth grade to evaluate student progress toward achieving the required goals, objectives, life competencies, and skills."

3. "Districts must provide remediation to those students who do not successfully meet local requirements at the checkpoint or on the writing assessment and to those who do not successfully perform on the High School Proficiency Examination at the tenth or eleventh grades."

   Remedial approaches are left to the discretion of each district. The major stipulation is that remedial programs should address "specific, identifiable deficiencies" and not merely repeat prior instruction.

4. "All students graduating from a public high school and receiving a high school diploma are subject to the requirements of the diploma endorsement and therefore must take the High School Proficiency Examination."

   NOTE: The only exception to this policy is made for C and D level special education students, who may be granted an exemption if taking the exam is not in their best interests.

5. "All high school diplomas will have a statement on the reverse side related to the New Mexico High School Proficiency Exam and a gold seal will be placed on the front of the diplomas of those students who successfully complete the New Mexico High School Proficiency Exam. High School transcripts and permanent records will reflect specific student achievement on both portions of the New Mexico High School Proficiency Exam."

6. Tests used for the Student Writing Skills Appraisal portion of the NMHSPE must address topics related to functional competence.

7. Criteria and procedures for scoring student performance relative to the writing asessment are local responsibilities.

8. Districts must inform students, and to the extent possible, parents, of the goals, objectives, competencies, and skills on which they will be tested for the purposes of the diploma endorsement.

The New Mexico High School Proficiency Exam and <u>The Basic Skills Plan</u>

The New Mexico High School Proficiency Examination plays a specific and instrumental role in the implementation of the Basic Skills Plan. The plan stipulates that students' attainment of basic skills be evaluated. The two major evaluation instruments--other than those utilized at the checkpoints specified by the State Department of Education--are the objective and writing portions of the New Mexico High School Proficiency Exam. In the Albuquerque Public Schools, both are administered in the sophomore year. Since the Writing Assessment

is administered and reported on separately from the objective portion, this report will deal exclusively with the objective portion of the NMHSPE.

The objective portion of the NMHSPE is based specifically upon the objectives of the Basic Skills Plan, the achievement of each objective being directly measured by one to three items on the examination.

NOTE: Please see Appendix I, page 61, for a list of these objectives.

The NMHSPE is thus a measurement tool which can assist districts and schools in determining the extent to which their programs are meeting State of New Mexico Basic Skills Plan guidelines. If curricular deficiencies are identified, they can be remedied by the school or district.

A second function of the NMHSPE is to certify individual students' attainment of the basic competencies reflected in the Basic Skills Plan. The process of issuing diploma endorsements (gold seals) and transcript notations based on NMHSPE results began with the graduating class of 1981. In that year, endorsement was based on results of the objective portion only. 1982 was the first year in which students were required to pass both the written and objective portions in order to receive diploma endorsements.

Finally, the two portions of the NMHSPE are the instruments by which students in need of remediation are identified. Since the exam is designed to be a measure of basic skills, the vast majority of students pass it on the first attempt. Those who do not pass the exam clearly need special help in order to reach a minimum level of competence. The NMHSPE provides data for identification of these students and development of remediation strategies.

As has been stated, the NMHSPE is designed to assess basic skills. A basic skill has been defined by the State Department of Education in functional terms: it is the ability to apply one of five designated skills (Reading, Communication Mechanics (writing), Problem Solving, Identification of Facts and Terms, Computation) to one of five content areas (Community Resources, Consumer Economics, Government and Law, Health, and Occupational Knowledge.)

NOTE: Please see pages 8 - 13 for descriptions of the skill and content areas.

As a result of the functional nature of the NMHSPE, success on the exam depends not merely upon mastery of content, but also upon the mastery of skills, and upon the ability to apply the skills to the content areas.

The functional nature of the NMHSPE may best be illustrated through analysis of a sample examination item from the High School APL

Survey, a 40-item test which contains items similar to those on the NMHSPE and which is widely used as a practice test for the NMHSPE.

EXAMPLE

"The House of Representatives is voting on a bill to lower taxes. It takes a simple majority to pass this bill. There are 435 representatives. How many of them must vote "yes" if the bill is to pass?"

Although this item is nominally a Government and Law question, in actuality much more than knowledge of Government and Law content is assessed. The ability to correctly answer the question is also dependent upon a student's ability to: 1. Read and understand the passage, and 2. Apply the Computation skill to Government and Law content. Thus mastery of content and skill areas and the ability to apply skills appropriately are all necessary for success on the NMHSPE.

Description of the 1983 NMHSPE

The 1982-83 NMHSPE contained 146 items. Four of the original 150 items were dropped by the State Department of Education after an extensive post-testing item review. The remaining items were distributed across skill and content areas as follows:

FIGURE 1 - ITEM DISTRIBUTION: 1983 NMHSPE

	COMM RES	CONS ECON	GOV LAW	HEALTH	OCCUP KNOWL	TOTAL
Reading	13	7	5	7	7	39
Communication Mechanics	0	2	1	0	0	3
Computation	4	6	1	4	2	17
Identification of Facts and Terms	3	6	15	7	8	39
Problem Solving	7	13	7	11	10	48
TOTAL	27	34	29	29	27	146

The items that represent the content and skill areas in the 1983 NMHSPE were drawn from the item bank (collection of items) maintained by the State Department of Education. Items originated from three sources:

1. Items from the Adult Performance Level (APL) Test. Developed by the American College Testing program, the APL was the test originally administered in New Mexico (1977-78, 1978-79, and 1979-80). When the State Department of Education adopted its own test--the NMHSPE--it incorporated those APL items that were in the public domain.

2. Items from a Los Angeles, California item bank. These items were purchased by the State Department of Education and incorporated into its item bank.

3. Locally developed items. In 1980-81, a group of New Mexico educators developed items for the NMHSPE. These were reviewed, included in the item bank, and ultimately incorporated in the exam, beginning in the Spring of 1981.

Before a question from the item bank is included in the exam, it is reviewed to ensure its validity. First, the item's technical adequacy is evaluated. After this process is complete, it is reviewed to ensure correspondence with the objectives of the New Mexico Basic Skills Plan. Each item on the NMHSPE is related directly to one of the sub-objectives of the Basic Skills Plan. Each sub-objective is in turn measured by from one to three items of the exam. The assignment of more than one item to each objective allows for the measurement of more than one skill (Reading, Computation, Problem Solving, for example) for each objective.

The Rasch Scoring Procedure

When the items were incorporated into the NMHSPE, they were also assigned a Rasch value. Since 1980-81, the NMHSPE has been scored using the Rasch system of measurement rather than traditional norm-referenced or criterion-referenced methods. This procedure has allowed the State Department of Education to ensure that the passing standard has remained constant over the years, and has enabled researchers to directly compare test results from one year to the next.

In order to understand the Rasch scoring procedure and its application to the NMHSPE, it is first necessary to recall traditional norm-referenced scoring procedures. In a norm-referenced test, such as the Comprehensive Tests of Basic Skills, the Scholastic Aptitude Test, or the Stanford Achievement Test, the standard of judgement is the individual's score in relation to a norming group's performance. A student's performance on an examination only has meaning when it is

compared with the performance of other students as represented by the norming sample. In this model, fifty percent correct may or may not be a high score. Evaluation of a score's significance depends on the performance of other students. If all of the students in the norming group scored below fifty percent correct, fifty percent would be a very high score. If they all scored above fifty percent, fifty percent would be a very low score.

The obvious limitation of such a system is its dependence upon the performance of a specific norm group. It might well be that in certain tests, national performance is irrelevant. It would, in such cases, be advantageous to use a score that is not dependent on the performance of a norming group. In other words, the fact that the entire meaning of the test is based upon the performance of the children who happened to be part of the standardizing sample can undermine the applicability of test results.

The Rasch measurement system is an attempt to overcome the limitations of the traditional norm-referenced testing model. It seeks to accomplish this by defining student performance in terms of item difficulty and student ability rather than in terms of the performance of a national norming group. Thus, according to the Rasch model, a student's chances of answering a given item correctly depend upon the mutual interaction of two factors:

1. The student's ability--as derived from the student's combined performance on all items of the test

and

2. The difficulty of the item--as derived from the combined performance of all students on the item.

According to the model, a student should correctly answer those items with a Rasch difficulty level equal to or lower than his or her overall Rasch score for the exam. The student should incorrectly answer those items with a Rasch difficulty value that are higher than his/her Rasch score on the exam. This can be summarized as follows:

ITEM RASCH DIFFICULTY VALUE GREATER THAN INDIVIDUAL RASCH SCORE ON TEST = STUDENT WILL PROBABLY ANSWER INCORRECTLY.

STUDENT'S RASCH ABILITY SCORE GREATER THAN ITEM RASCH DIFFICULTY VALUE = STUDENT WILL PROBABLY ANSWER CORRECTLY

The Rasch scale on the NMHSPE ranges from 50 to 800 scale score points. That is, a student who answers every item correctly would

score 800. A student who answers no items correctly would score 50. Since item difficulty and student ability are considered in the Rasch model, an individual student's score within this range depends on factors other than the number of items which he/she answers correctly. It also depends upon the difficulty level of the items answered correctly. For example, one student who answers ninety items correctly might receive a Rasch score of 550. A second student who answers 90 items correctly might receive a Rasch score of 560. The difference would be due to the fact that the second student answered more of the difficult items correctly and missed more of the easier items.

APPLICATIONS OF THE RASCH SCORING SYSTEM

Utilization of the Rasch scoring system has certain practical applications for the NMHSPE. First, it is used to set the passing standard for the exam. Until 1980-81, the passing standard was set at 65% correct. When the Rasch system was adopted, it was determined that 65% correct corresponded to a Rasch scale score of 523. Since 1981, therefore, the passing standard for the NMHSPE is a Rasch score of 523, not a percent correct figure. The use of a Rasch score as a passing criterion has significant advantages. The passing standard has been held constant since 1981. As a result, since item difficulty is considered in the Rasch formula, the actual passing standard has not varied according to the difficulty level of the test.

According to the theory, this means that exactly the same standard of performance is required in order to pass the 1983 exam as was required in 1981. It also means that the score represents the same level of achievement regardless of the difficulty level of the specific items selected to be on the exam. If, in one year, the exam contained more difficult items than the previous year's exam, students would be required to answer fewer items correctly in order to achieve an identical Rasch score. If, in another year, the exam contained less difficult items than the previous year's exam, students would be required to answer more items correctly in order to achieve an identical Rasch score.

The Rasch scoring system also facilitates analysis of the test results. Rasch scores may be used for calculation and for direct comparisons between different sets of data. One of the chief advantages of the Rasch scoring system is the fact that it takes into consideration item difficulty and student ability. As a result, it is possible to examine student performance on an item in terms of the extent to which questions that should have been answered correctly were actually answered correctly. If, for example, many students in a school correctly answered a very difficult item, and if their average ability level were equivalent to that of students in other schools, it would indicate that the curriculum in that school was addressing the content measured by that item extremely well.

This method of analysis is actually used in the "Curriculum Match" materials which the high schools receive from the scoring agency. Using Rasch scores, the Curriculum Match reports compare the EXPECTED results on all items of the NMHSPE to ACTUAL results for the items. Positive or negative discrepancies that appear have significant application to curriculum decisions by instructional leaders at the schools.

In the present report, Rasch scores will be utilized for analysis wherever appropriate, since such an approach will permit an accurate and detailed examination of the curriculum implications of NMHSPE results. Where Rasch analysis is not advisable, traditional analytical techniques will be utilized.

CONTENT AND SKILL AREA DESCRIPTIONS

As has been stated, each item in the NMHSPE demands that the student apply one of five skills to one of five content areas. This section defines the nature of these content and skill areas.

SKILL AREAS

READING

The READING skill area measures the extent to which students have the ability to understand written material presented in a wide variety of formats, including narrative passages, charts, and graphs. In addition to understanding the material, students are often required to interpret and draw inferences from their reading. Reading content is related to such practical skills as: understanding a lease, interpreting advertisements, reading medicine labels, and following instructions from manuals.

Example : (NOTE: All examples are from the HIGH SCHOOL APL SURVEY

Jane Dorsey's little sister, Betsy, swallowed some bleach. Jane looked at the label on the bottle to see what she should do. The label is shown below. What should she give Betsy to drink?

. . . . . .
. HARMFUL IF SWALLOWED. If swallowed, give one or two glasses. .
. of water or milk. Call a physician. Do not mix with acids, .
. ammonia, bowl cleaner or other household chemicals. Gases .
. might be formed. Keep bottle upright in cool place. .
. . . . . .

A. A glass of lemonade
B. A glass of milk
C. A glass of cola
D. Nothing

Correct Answer: "A".

COMMUNICATION MECHANICS

COMMUNICATION MECHANICS is the ability to recognize correct or appropriate methods of communicating in writing. It comprises, for example, such skills as: knowing the proper way to fill out a form, and selecting strategies appropriate for persuasion.

EXAMPLE :

Joan Frask is writing a letter to her congressman, Henry Sanchez. The House of Representatives is going to vote on House Bill 76-891. This bill would force all cities to set curfews for young people. Joan is against this bill. There are many ways that she can tell Congressman Sanchez what she wants. Which one way is NOT correct?

A. "I urge you to vote 'no' on House Bill 76-891."
B. "Please support curfews and vote for House Bill 76-891."
C. "I am opposed to setting curfews and ask you to vote against House Bill 76-891."
D. "When the House votes on House Bill 76-891, please vote against its passage."

Correct Answer: "B".

COMPUTATION

COMPUTATION involves translating word problems into appropriate mathematical expressions and obtaining accurate solutions to the expressions. Many of the computation items are relatively complex, involving the selection of appropriate information and the performance of more than one operation.

EXAMPLE :

The XYZ Employment Agency charged Denise Frank 4% of her salary the first year to find her a job. The job they found for her pays $8,000 per year. Denise wants to pay XYZ $80 each month until she's paid up. How many months will it take her to pay back the fee?

A. 4
B. 3
C. 5
D. 6

Correct Answer: "A"

IDENTIFICATION OF FACTS AND TERMS

IDENTIFICATION OF FACTS AND TERMS tests students' general knowledge of facts and terms that are significant for understanding in each of the five content areas. For example, students might be asked to identify: the purpose of federal food and drug laws (Government and Law); the definition of such terms as "open shop" and "equal opportunity employer" (Occupational Knowledge); common medications or signs of illness (Health); "switch and bait" tactics (Consumer Economics); and functions of various municipal agencies (Community Resources).

EXAMPLE :

According to the United States Constitution, which groups should be allowed to have peaceful public meetings?

A. All groups.
B. Only groups whose members are all U.S. citizens.
C. Only the few groups that will guarantee in writing not to cause trouble.
D. Only groups that the government has okayed.

Correct Answer: "A"

PROBLEM SOLVING

PROBLEM SOLVING is the inferring of appropriate conclusions or courses of action from given data or hypothetical situations.

Example :

Sometimes stores advertise brand name products at unusually low prices. Why might a store owner do this?

A. He's a nice guy who wants to do people favors.
B. He can write off the loss as a tax deduction
C. He wants to pass his profits on to his customers.
D. He hopes people will buy other things when they come in for the sale.

Correct Answer: "D"

CONTENT AREAS

COMMUNITY RESOURCES

COMMUNITY RESOURCES assesses the extent to which students understand how to "use community resources, including transportation systems,to achieve a more satisfactory life". It includes such topics/items as scheduling recreational activities, calculating costs of transportation, and gaining access to community agencies.

EXAMPLE :

Lee wants to read a book about car repair so he can fix his van. He doesn't want to buy the book. Where should he go to get it?

A. Local bookstore
B. Public library
C. Auto dealer
D. United Fund office

Correct Answer: "B"

CONSUMER ECONOMICS

CONSUMER ECONOMICS measures the extent to which students "know how to manage a family economy and to demonstrate an understanding of sound purchasing practices." It includes such topics as: family budgets, how and why taxes are collected, placing orders for goods, and principles of crime prevention.

EXAMPLE :

The Grants applied for a charge account at the local hardware store. The manager told them that they cannot start charging things until the store gives them a credit check. What does this mean?

A. Someone will check to make sure the Grants pay their bills on time.
B. The Grants must put down $25 as a security deposit.
C. Someone will check whether the Grants belong to a political party.
D. The Grants will receive a card to use instead of money.

Correct Answer: "A"

GOVERNMENT AND LAW

GOVERNMENT AND LAW measures the extent to which students "understand how the structure of government and the functions of the legal system delineate rights and obligations." It includes such topics as the composition and operation of Congress, state, local, and federal governments, how to influence representatives, when and how to hire a lawyer, and kinds of taxes.

EXAMPLE :

The law says that a person who is sentenced to prison for life can be paroled on the same terms as someone who is sentenced to 20 years. A person who is sentenced to 20 years is eligible for parole after serving 1/3 of his term. How many <u>months</u> must a prisoner with a life sentence serve before he can be paroled?

A. 6
B. 7
C. 20
D. 80

Correct Answer: "D"

MENTAL AND PHYSICAL HEALTH

MENTAL AND PHYSICAL HEALTH measures the extent to which students "understand the principles and practices that lead to good mental and physical health." It includes such topics as: following medical instructions, knowing signs of illness, principles of nutrition, child-rearing practices, application of first aid, and getting assistance in emergencies.

EXAMPLE :

"Dorothy is going out to eat at a place that has tuna salad, spaghetti with tomato sauce, spinach salad, and french-fried potatoes on special. She wants to eat a high-protein dinner. What should she order?"

A. Tuna salad
B. Spaghetti with tomato sauce
C. French-fried potatoes
D. Spinach salad

Correct Answer: "A"

OCCUPATIONAL KNOWLEDGE

OCCUPATIONAL KNOWLEDGE assesses the extent to which students have developed "knowledge about occupations that will enable individuals to secure employment that fits their particular needs and interests." It includes such topics as: factors which affect job choices, minimum qualifications for jobs, the importance of job interviews, standards of behavior for employment, and the construction of a resume.

EXAMPLE :

Charlene is looking for a job as a sales clerk. Where will she likely get the LEAST help?

A. Newspaper want ads
B. An employment agency
C. Her friend who works as a telephone operator
D. The personnel manager in a department store

Correct Answer: "C"

REVIEW OF THE TESTING PROCEDURES

The 1983 New Mexico High School Proficiency Examination was administered in the Albuquerque Public Schools between February 7 and February 18.

The examination is an untimed test. As a result, a variety of testing methods and periods are utilized. At some high schools, the NMHSPE is administered during an established class period. Students might complete one of the five sections of the exam per day. At other schools, the examination is administered in one or two continuous testing periods, which usually last one to three hours. The student works at his or her own pace, proceeding to each content area of the test when finished with the preceding content area.

In many schools, students are prepared for the examination through the administration of the High School APL Survey, which provides sample items that are very similar to actual test items. In other cases, teachers review appropriate content (for example, computation) prior to the test administration. In all cases, decisions on how to prepare for and administer the NMHSPE are made by individual schools.

When testing is completed, answer sheets are returned to Instructional Research, Testing, and Evaluation - Testing Services Division, where they are visually scanned before return to the external scoring contractor selected by the State Department of Education (Intran, Inc.)

Results usually arrive at Instructional Research, Testing, and Evaluation within 4-6 weeks, at which time they are distributed to the high schools. High schools then distribute results to students and parents, retaining copies for their own records. Labels containing results are affixed to the students' transcripts.

CHAPTER II

DISTRICT RESULTS:

1983 NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

CHAPTER II

SUMMARY OF NMHSPE DISTRICT RESULTS, 1982-3

Examination of district results on the New Mexico High School Proficiency Examination will be comprised of the following components, with information being provided for the District as a whole and for individual high schools:

A. Longitudinal summary of percentage of sophomores passing and failing the NMHSPE.

B. 1983 summary of the average percent correct on entire exam.

C. Student performance in the five content areas.

D. Student performance in the five skill areas.

E. The mutual interaction between the skill and content areas and the effect of this interaction on results.

NOTE: In addition to the District Report, each high school is provided with a more detailed analysis of results for its students in an Individual School Report.

A. PERCENTAGE OF SOPHOMORES TAKING AND PASSING THE NMHSPE

The percentage of sophomores taking and passing the NMHSPE will be presented longitudinally from 1980-81 to 1982-83. This three-year interval was selected because 1980-81 was the first year in which the Rasch scoring system was utilized. As has been explained, the use of the Rasch system allows for direct comparison of results over the three year period. This comparison will highlight significant trends in student performance.

In order to ensure that comparisons and conclusions are valid, only the results for sophomores will be considered in this report. Since the New Mexico Basic Skills Plan specifies that the exam will be taken by sophomores, the only juniors and seniors who take the exam are those who have failed the exam previously, been absent during the examination period, or recently enrolled for the first time in a New Mexico public school. This group of students is so small and heterogeneous that its results are not representative of performance by District students.

Figure 2, page 17 summarizes the performance of sophomores on the NMHSPE over the last three years.

One overall trend is apparent from this chart: the extremely impressive steady growth in the percentage of sophomores passing the NMHSPE from 1980-81 to 1982-83. Although the passing standard for the NMHSPE has remained constant since 1980-81 (scale score - Rasch 523), the percentage of sophomores who pass the examination has steadily increased. In 1982-83, 93.0% of the district students passed the exam, as compared with 92.3% in 1981-82 and 91.4% in 1980-81. This growth rate of seven-tenths of a percent to nine-tenths of a percent per year is almost certainly a reflection of the increased emphasis which the Albuquerque Public Schools has placed on students' acquisition of the basic skills assessed by the test.

This pattern is reflected in individual schools' results as well. In seven of the ten large high schools, the percentage of students passing has either remained constant or increased over the three year period. The range of the percentages of students passing within the schools is considerable, however. The school with the lowest percentage of students passing (86%) is thirteen percent below the school with the highest percentage of students passing (99%).

In interpreting individual high school figures, it is essential to recall some of the factors that may influence average scores within an individual school. First, it is important to note that the percentage of sophomores actually tested at the high schools may vary widely. Figures are not available prior to 1982-83, but in this year's testing, the percentage of sophomores actually tested at the large

FIGURE 2

Number and Percent of Sophomores Taking and Passing
NMHSPE Longitudinally and By School

School	1982-83			1981-82			1980-81		
	# Taking	# Passing	% Passing	# Taking	# Passing	% Passing	# Taking	# Passing	% Passing
District	5107	4749	93.0	5217	4811	92.3	5497	5022	91.4
Albuquerque High	305	280	92.0	334	285	85.0	363	283	78.0
Cibola High	403	368	91.0	457	421	92.0	418	380	91.0
Del Norte High	556	518	93.0	514	492	96.0	566	544	96.0
Eldorado High	653	641	98.0	708	694	98.0	721	710	98.0
Highland High	561	522	93.0	527	502	95.0	590	555	96.0
Manzano High	570	559	98.0	580	550	95.0	657	573	94.0
Rio Grande High	551	474	86.0	562	491	87.0	636	519	82.0
Sandia High	564	558	99.0	554	538	97.0	620	602	97.0
Valley High	358	322	90.0	377	332	88.0	383	342	89.0
West Mesa High	450	391	87.0	449	383	85.0	474	422	89.0
Freedom High	8	8	100.0	11	11	100.0	13	13	100.0
Evening School	21	16	76.0	22	15	68.0	21	17	81.0
New Futures	17	17	100.0	24	23	96.0	14	12	86.0
School on Wheels	99	72	81.0	85	67	79.0	44	47	67.0

high schools ranged from a low of 76% to a high of 98%. These figures are based on a comparison of the 80-day enrollment reports (which represented student enrollment two to three weeks prior to testing) with the number of sophomores tested. Obviously, the results at a high school where 98% of the sophomores are tested are more representative of the performance of the student body as a whole than those of a high school in which only 76% were tested.

In addition, other factors may affect a school's overall test results: mobility rates, the number of students speaking a language other than English, socioeconomic status of students, the adequacy of the testing environment, the extent of preparation of students for the exam, and student motivation and attendance. Curriculum and instruction at the high schools would have influence as well, but, given the multitude of other causative influences, it is inadvisable to compare the curricular performance of individual high schools based solely on the results of the NMHSPE.

B. SUMMARY OF PERFORMANCE OF DISTRICT C AND D LEVEL SPECIAL EDUCATION STUDENTS

According to State Department of Education guidelines, C and D level Special Education students* may be exempted from the diploma and transcript endorsement requirements of the NMHSPE. A student is exempted when it is determined that taking the exam is not in his or her best interest. In the Albuquerque Public Schools, however, it has been the policy of the Special Education Department to encourage C and D level students to take the examination whenever possible. In addition, extensive efforts are made to prepare students, in order that they will have maximum opportunities to pass the examination.

In 1983, 411 C and D level Special Education students took the New Mexico High School Proficiency Examination. The results are summarized in Figure 3, page 20.

Considering all three grade levels, 52.3 % of the C and D level Special Education students passed the exam in 1983. This compares with 40.0% of the C and D level Special Education passing the exam in 1982. In terms of Rasch scale scores, the mean Rasch score for C and D level Special Education students in 1983 was 526, compared with a score of 513 in 1982. When converted into percent correct scores, this means that the average C or D level Special Education student's scores rose from approximately 66% correct in 1982 to approximately 74% correct in 1983. These gains over a one-year period offer dramatic and convincing evidence that the efforts made by the Special Education department to prepare students for the NMHSPE are highly successful.

* According to the State Educational Standards for New Mexico Schools ---

C level students are: students whose "special learning needs are such that the content methods, and pacing of the regula. classroom are in appropriate and must be modified. Assistance with adaptive techniques may be required before the child can function in a regular classroom setting."

D level students are: students whose "special learning needs are such that they require extensive modification of instructional content, instructional methods, and the provision of a highly structured learning environment... The child requires extensive training in the acquisition of adaptive or compensatory skills."

FIGURE 3. SUMMARY OF SPECIAL EDUCATION STUDENTS' PERFORMANCE

GRADE	NUMBER OF STUDENTS TAKING THE NMHSPE	NUMBER OF STUDENTS PASSING THE NMHSPE	PERCENT OF STUDENTS PASSING THE NMHSPE
10	233	117	50.2
11	118	64	54.2
12	60	34	56.7
TOTAL	411	215	52.3

In addition, as one compares the success rates of sophomores, juniors, and seniors, an overall upward trend in passing rate becomes evident: the percentage of Special Education students passing the exam increases steadily from the sophomore to the senior year. Again, this seems to indicate a continuing and effective emphasis in the Special Education curriculum upon preparation for the New Mexico High School Proficiency Examination.

In terms of content areas, Special Education sophomores' performance was as follows:

FIGURE 4. SPECIAL EDUCATION SOPHOMORES' CONTENT AREA PERFORMANCE

CONTENT AREA	MEAN PERCENT OF ITEMS CORRECT	MEAN RASCH SCALE SCORE
Community Resources	58.5	532
Government and Law	44.1	528
Consumer Economics	48.2	526
Mental and Physical Health	55.4	518
Occupational Knowledge	43.3	511

The mean Rasch scores of C and D level Special Education students were thus above the minimum passing standard (523) in Community Resources, Government and Law, and Consumer Economics, while the scores in Mental and Physical Health and Occupational Knowledge were below the passing standard.

In terms of skill area performance, the following pattern is evident:

FIGURE 5. SPECIAL EDUCATION SOPHOMORES' SKILL AREA PERFORMANCE*

SKILL AREA	MEAN RASCH SCALE SCORE
Reading	518
Problem Solving	525
Communication Mechanics	524
Computation	519
Identification of Facts and Terms	527

* The scoring agency did not provide figures for average percent correct in the skill areas.

Average Rasch scores of C and D level Special Education students in Identification of Facts and Terms, Problem Solving, and Communication Mechanics was above the 523 passing standard. Performance in Computation and Reading was below the passing standard.

In conclusion, the dramatic increase in the percentage of C and D level Special Education students passing the NMHSPE provides evidence of the fact that the Special Education curriculum is effectively contributing to students' acquisition of basic skills.

C. AVERAGE PERCENT CORRECT ON THE NMHSPE

The percentage of students passing the exam is only one component of the information yielded by NMHSPE results. Equally significant, but generally overlooked, are: the level of student performance on individual items and on the exam as a whole, student performance on skill and content areas, and student performance on individual items. Analysis of these results will comprise the major portion of the present report.

The percentage of students passing the examination provides information regarding the number of students meeting the minimum passing standard. Traditionally, school performance on the NMHSPE has been assessed primarily in terms of the numbers of students passing at this minimum level. However, it is crucial to recall that the NMHSPE tests basic skills. The percentage of students passing, therefore, does not adequately summarize a school's students' performances.

A more fruitful method for examining school results is to also note the average (mean) percentage of items answered correctly by students in the school. Figure 6, page 23, presents the average percent correct on all items of the NMHSPE for the District and for individual high schools.

FIGURE 6.
AVERAGE PERCENT OF ITEMS ANSWERED CORRECTLY, DISTRICT AND INDIVIDUAL SCHOOLS - TOTAL TEST

LOCATION	MEAN PERCENT OF ITEMS CORRECT
District	71.1
Albuquerque High School	67.4
Cibola High School	71.6
Del Norte High School	73.0
Eldorado High School	75.7
Highland High School	71.8
Manzano High School	74.3
Rio Grande High School	63.8
Sandia High School	77.6
Valley High School	68.2
West Mesa High School	64.8
Albuquerque Evening High School	61.0
Freedom High School	70.4
New Futures High School	64.2
School On Wheels	60.6

In the District as a whole, the average percent of items answered correctly was 71%. This means that the average student answered 71% of the NMHSPE items correctly. In individual comprehensive high schools, the percent answered correctly ranged from 63.8% to 77.6% with a median percent correct of 71.6%.

NOTE: Although results will be presented for the four non-comprehensive schools (Freedom High School, Albuquerque Evening School, New Futures High School, and School on Wheels), these schools will not be included when detailed analysis of results is presented. Inclusion of results from these non-comprehensive schools would be invalid and misleading since their student populations are small and uncharacteristic of District students as a whole.

Further perspective on the meaning of these results can be gained by using the Rasch scoring system to compare item difficulty (as expressed by the items' mean Rasch value) with student achievement (as expressed by the students' mean Rasch score). The resulting statistics represent the extent to which students are scoring above the difficulty level of the items on the exam.

FIGURE 7.
COMPARISON OF NMHSPE ITEM DIFFICULTY WITH STUDENT ACHIEVEMENT

Mean Item Difficulty -	524
Mean Student Score (Grade 10) -	574

Thus, students in the Albuquerque Public Schools are scoring well above the average difficulty level of the items on the NMHSPE. This indicates that students in the District are scoring significantly better on the examination than would be expected if one were to consider item difficulty alone.

It is also important to ascertain to what extent students are doing better than expected when one takes into account their ability (as determined by their mean Rasch score) as well as item difficulty. Using the Rasch system, it is possible to predict the percentage of students who should correctly answer an item. If this figure is compared with actual student performance on the item, any discrepancies would be highly significant. A positive difference would represent a significant degree of student achievement above and beyond what is predicted, whereas a negative difference would represent a deficiency in student achievement.

FIGURE 8.
COMPARISON OF ACTUAL STUDENT PERFORMANCE ON NMHSPE WITH "EXPECTED" STUDENT PERFORMANCE

NUMBER OF ITEMS ABOVE EXPECTED PERCENT CORRECT -	90
NUMBER OF ITEMS EQUAL TO EXPECTED PERCENT CORRECT -	18
NUMBER OF ITEMS BELOW EXPECTED PERCENT CORRECT -	38
TOTAL ITEMS ON NMHSPE -	146

Thus, students in the Albuquerque Public Schools are answering more items correctly on the examination than would be expected if one considered item difficulty AND average student ability. This positive result reflects the extent to which the District's curriculum prepares students for the NMHSPE. When analyzed together with steady improvement in the percentage of students passing the exam from year to year, it clearly indicates successful implementation of the New Mexico Basic Skills Plan in the Albuquerque Public Schools.

D. DISTRICT PERFORMANCE IN THE NMHSPE CONTENT AREAS

INTRODUCTION

Prior to the analysis of student performance on the five content areas (Community Resources, Consumer Economics, Government and Law, Mental and Physical Health, and Occupational Knowledge), it is essential to clarify one point. As we have seen earlier, each item on the NMHSPE is representative of both a skill area and a content area. As a result, it is impossible to examine performance on content areas of the exam without also considering their interaction with skill areas. For example, performance in Government and Law may appear low. The reason for this might be a preponderance of items in difficult SKILL areas, rather than a lack of mastery of Government and Law content. For the sake of clarity, this report includes separate analyses of skill and content areas. It is crucial to bear in mind the fact that this is for ease of narration only. Furthermore, after the separate analyses, the report will present data on the interaction of skill and content areas, which will clarify the reasons for performance in both.

For each content area the following information will be presented:

1. The average percent of items answered correctly by students in the Albuquerque Public Schools and in individual high schools.

2. A comparison of the average difficulty of items in the content area with student achievement in the content area. This will be accomplished through the use of the Rasch scoring system.

3. A comparison of ACTUAL student performance in the content area (in terms of percent of items answered correctly), with the EXPECTED student performance in the content area. This will be based on use of the Rasch scoring system.

4. A summary of "needs" and "mastery" items. The purpose of the Needs and Mastery Report is to identify individual examination items in which student performance is relatively high and relatively low. In a sense, since the NMHSPE is a basic skills test, any item which many student answer incorrectly is a "needs" item. It is advisable therefore for school instructional leaders to review student performance for every item on the exam. The purpose of this Needs and Mastery Report is to highlight clear areas of need and mastery in the District. Therefore, a much more selective method of defining needs and mastery will be utilized. This will enable instructional leaders to more easily identify curriculum priorities.

METHOD FOR DEFINING NEEDS AND MASTERY ITEMS

I Alternative methods for defining needs and mastery items.

Method #1:

It is possible to utilize either of two distinct methods for defining District needs and mastery items on the NMHSPE. The first would use as its principal criterion the percentage of students who answered an item correctly. Thus, if 15% of the District's students answered a given item correctly, that item would be considered a "need item". The disadvantage of this method is that it does not take into consideration item difficulty, which is a consciously constructed component of the NMHSPE. A range of item difficulties is represented on the exam. It would be reasonable to expect only 15% of the District's students to answer a very difficult item correctly. To examine only the percent correct, therefore, would automatically identify as "needs items" the most difficult items on the exam. Aside from being redundant, such an effort would leave the impression that the District's curriculum was not presently addressing a given item, when, in fact, student's difficulty with the item might be due merely to the fact that the item was intentionally designed to be difficult.

Method #2:

The second possible method would be to define "needs" and "mastery" in terms of ACTUAL student performance as compared with EXPECTED performance. It will be recalled that the Rasch scoring system states that students' performance on a test item is the result of an interaction between tht student's ability and the difficulty of the item. For any group of students, the percentage of students expected to answer an item correctly can be calculated. This percentage may then be compared to the percentage of student actually answering the item correctly. Since item difficulty and students' abilities are both considered, any remaining discrepancies should be primarily the result of curricular factors. Such calculations are provided by the scoring contractor for the District and for individual high schools (in the "Curriculum Match" section of the reports). Utilizing this method, "Needs Items" could be defined as those in which the deiscrepancy between actual and expected scores is negative. "Mastery Items" could be defined as those in which the discrepancy is positive.

The disadvantage to this method of defining needs and mastery items is that its standard of judgement is based on student performance rather than any inherent concept of which basic skills the students should have mastered. In one sense, no item in a basic skills examination is so difficult that answering it correctly should not be a reasonable expectation, regardless of how well all students performed on the examination. And if one were to base needs and mastery judegements entirely on the basis of what students presently have mastered, significant lacunae in the curriculum might escape notice.

METHOD UTILIZED FOR DEFINING NEEDS AND MASTERY:

The needs and mastery identification method used in the present report will combine the best features of both methods and exclude the disadvantages mentioned. In the present report, an item will be defined as a NEEDS ITEM if:

A. 65% or fewer of the students answered it correctly

-AND-

B. The ACTUAL percentage of students answering the item correctly is below the percentage of students expected to answer the item correctly.

A MASTERY ITEM is defined as one in which :

A. 90% or more of the students answered it correctly

-AND-

B. The ACTUAL percentage of students answering the item correctly is above the percentage of students expected to answer the item correctly.

COMMUNITY RESOURCES

Figure 9, below, summarizes the average (mean) percent of Community Resources items answered correctly by students in the District and in individual high schools.

FIGURE 9. DISTRICT STUDENT PERFORMANCE IN COMMUNITY RESOURCES

LOCATION	MEAN PERCENT OF ITEMS CORRECT
District	79.4
Albuquerque High School	72.8
Cibola High School	80.3
Del Norte High School	80.8
Eldorado High School	82.7
Highland High School	78.3
Manzano High School	80.8
Rio Grande High School	72.1
Sandia High School	83.5
Valley High School	75.2
West Mesa High School	75.6
Albuquerque Evening High School	69.8
Freedom High School	78.9
New Futures High School	68.3
School On Wheels	65.1

Student performance in Community Resources ranks the highest of any of the five content areas. Mean scores at individual comprehensive high schools range from 72.1% correct to 83.5% correct, with a median score of 80.3%.

As was established earlier, it is also possible to use the Rasch scoring system to adjust for item difficulty. Utilizing the Rasch system, an average difficulty level can be calculated for items in Community Resources. This difficulty level can be compared with actual student performance.

FIGURE 10.
COMPARISON OF COMMUNITY RESOURCES ITEM DIFFICULTY WITH STUDENT ACHIEVEMENT

Mean Item Difficulty -	508
Mean Student Score (Grade 10) -	593

Thus, District students scored 85 Rasch scale score points above the average difficulty level of the items. This indicates that students in the Albuquerque Public Schools are scoring significantly better in Community Resources than would be expected if one were to consider item difficulty alone.

It is also instructive to compare students' performance with the expected performance which is based on the interaction of item difficulty and student ability.

FIGURE 11.
COMPARISON OF ACTUAL STUDENT PERFORMANCE IN COMMUNITY RESOURCES WITH EXPECTED STUDENT PERFORMANCE

NUMBER OF ITEMS ABOVE EXPECTED PERCENT CORRECT -	15
NUMBER OF ITEMS EQUAL TO EXPECTED PERCENT CORRECT -	1
NUMBER OF ITEMS BELOW EXPECTED PERCENT CORRECT -	11
TOTAL NUMBER OF COMMUNITY RESOURCES ITEMS -	27

In summary, on most Community Resources items, students are scoring above the level which would be expected. This indicates that the District's curriculum is addressing the Community Resources content area.

COMMUNITY RESOURCES ITEM ANALYSIS - NEEDS AND MASTERY ITEMS

FIGURE 12. COMMUNITY RESOURCES - "NEEDS" ITEMS

ITEM NUMBER	*BASIC SKILLS PLAN OBJECTIVE	SKILL	ITEM DESCRIPTOR
5	I - C	PS	Equipment Required for Activities-Calculate Cost.
10	2 - C	PS	Identify Helpful Information-Logical Means to an End.
16	4 - C	C	Calculate Fares, Costs of Transportation.
27	4 - H	R	How Time Zones Affect Travel Plans.

* Please refer to Appendix I, pages 61- 67 of the present report for a list of Basic Skills Plan objectives.

FIGURE 13. COMMUNITY RESOURCES - "MASTERY" ITEMS

ITEM NUMBER	BASIC SKILLS PLAN OBJECTIVE	SKILL	ITEM DESCRIPTOR
7	2 - B	PS	Gain Access to Agencies-Use of Library.
11	3 - A	ID	Use Guides to Select Goods and Services - Identify Appropriate Agency for Assistance.
19	4 - D	R	Use Road, City, and Transportation Maps.
21	4 - E	ID	Make Reservations, Travel Arrangements- Identify Relevant Information.
24	4 - G	R	Apply for and Obtain Travel Documents-Identify Appropriate Agency.
25	4 - G	PS	Apply for and Obtain Travel Documents-Identify Required Documents.
28	4 - I	ID	How Modern Transportation Causes Problems-Environmental Impact.

KEY: PS = Problem Solving
ID = Identification of Facts and Terms
R = Reading
C = Computation
CM = Communication Mechanics

CONSUMER ECONOMICS

Figure 14, below, summarizes the average (mean) percent of Consumer Economics items answered correctly by sophomores in the District and in individual high schools.

FIGURE 14. DISTRICT STUDENT PERFORMANCE IN CONSUMER ECONOMICS

LOCATION	MEAN PERCENT OF ITEMS CORRECT
District	78.4
Albuquerque High School	72.8
Cibola High School	80.3
Del Norte High School	80.8
Eldorado High School	82.7
Highland High School	78.3
Manzano High School	80.8
Rio Grande High School	72.1
Sandia High School	83.5
Valley High School	75.2
West Mesa High School	75.6
Albuquerque Evening High School	69.8
Freedom High School	78.9
New Futures High School	68.3
School On Wheels	65.1

Student performance in Consumer Economics (District mean - 67.8% correct) ranked third of the five content areas. Mean scores for individual comprehensive high schools ranged from 61.6% of items correct to 73.2 % of items correct with a median score of 69.1% correct.

Utilizing the Rasch scoring system to adjust for item difficulty, the following pattern emerges:

FIGURE 15.
COMPARISON OF CONSUMER ECONOMICS ITEM DIFFICULTY WITH STUDENT ACHIEVEMENT

Mean Item Difficulty -	531
Mean Student Achievement (Grade 10) -	581

Thus, students in the Albuquerque Public Schools are scoring well above the average difficulty level of the items in Consumer Economics.

When student performance is compared with the expected level of performance (which is in turn based on student ability and item difficulty), the following pattern emerges:

FIGURE 16.
COMPARISON OF ACTUAL STUDENT PERFORMANCE IN CONSUMER ECONOMICS WITH EXPECTED STUDENT PERFORMANCE

NUMBER OF ITEMS ABOVE EXPECTED PERCENT CORRECT -	17
NUMBER OF ITEMS EQUAL TO EXPECTED PERCENT CORRECT -	9
NUMBER OF ITEMS BELOW EXPECTED PERCENT CORRECT -	9
TOTAL NUMBER OF CONSUMER ECONOMICS ITEMS -	35

Students' achievement in Consumer Economics is thus higher than would be expected if item difficulty AND student ability were considered.

FIGURE 17. CONSUMER ECONOMICS - "NEEDS" ITEMS

ITEM NUMBER	BASIC SKILLS PLAN OBJECTIVE	SKILL	ITEM DESCRIPTOR
32	I - B	PS	Determine Needs and Resources-for Family Budget.
33	I - B	PS	Determine Needs and Resources-for Family Budget.
34	I - C	PS	How Economic Factors Affect Budgeting.
36	2 - A	ID	How, Why, Income, Sales Tax are Collected-Identification of a Commonly Used Tax Form.
39	2 - B	R	Relationships of Weights and Measures-Conversion to Metrics (capacity).
61	5 - B	R	Where to Get Help for Consumer Complaints.
62	5 - C	PS	Relationship Among Cost, Availability, Need.

FIGURE 18.
CONSUMER ECONOMICS - "MASTERY" ITEMS

ITEM NUMBER	BASIC SKILLS PLAN OBJECTIVE	SKILL	ITEM DESCRIPTION
30	I - A	ID	How Budgets Should Be Used-Definition of a Budget.
64	5 - D	PS	Implications, World Resource Consumption- Need for Conservation.

R = Reading
C = Computation
CM = Communication Mechanics
ID = Identification of Facts and Terms
PS = Problem Solving

GOVERNMENT AND LAW

Figure 19, below, summarizes the average (mean) percent of Government and Law items answered correctly by sophomores in the District and in individual high schools.

FIGURE 19. DISTRICT STUDENT PERFORMANCE IN GOVERNMENT AND LAW

LOCATION	MEAN PERCENT OF ITEMS CORRECT
District	78.4
Albuquerque High School	72.8
Cibola High School	80.3
Del Norte High School	80.8
Eldorado High School	82.7
Highland High School	78.3
Manzano High School	80.8
Rio Grande High School	72.1
Sandia High School	83.5
Valley High School	75.2
West Mesa High School	75.6
Albuquerque Evening High School	69.8
Freedom High School	78.9
New Futures High School	68.3
School On Wheels	65.1

District students' performance in Government and Law (mean--61.1% of the items answered correctly) ranked fifth of the five content areas. Mean scores for individual high schools ranged from 53.7% of the items correct to 67.8% of the items correct, with a median score of 63.2% correct.

Utilizing the Rasch scoring system to adjust for item difficulty, the following pattern emerges:

FIGURE 20.
COMPARISON OF GOVERNMENT AND LAW ITEM DIFFICULTY WITH STUDENT ACHIEVEMENT

Mean Item Difficulty -	544
Mean Student Score (Grade 10) -	577

Thus, students in the Albuquerque Public Schools are scoring better in Government and Law than would be expected if one were to consider only item difficulty.

If the Rasch system is used to consider item difficulty AND student ability, the following pattern emerges:

FIGURE 21.
COMPARISON OF ACTUAL STUDENT PERFORMANCE IN GOVERNMENT AND LAW WITH EXPECTED STUDENT PERFORMANCE

NUMBER OF ITEMS ABOVE EXPECTED PERCENT CORRECT -	22
NUMBER OF ITEMS EQUAL TO EXPECTED PERCENT CORRECT -	3
NUMBER OF ITEMS BELOW EXPECTED PERCENT CORRECT -	4
TOTAL NUMBER OF GOVERNMENT AND LAW ITEMS -	29

Although students' performance in Government and Law ranked lowest of the five content areas, students still scored higher than would be expected based on item difficulty and student ability.

FIGURE 22. GOVERNMENT AND LAW - "NEEDS" ITEMS

ITEM NUMBER	BASIC SKILLS PLAN OBJECTIVE	SKILL	ITEM DESCRIPTOR
65	I - A	ID	Composition, Operation of Congress-Presidential Nomination Procedures.
67	I - B	ID	Executive Branch of Government-Term of Office.
76	II - C	PS	How to Influence Representatives-Identify Appropriate Strategy.
77	II - C	PS	How to Influence Representatives-Identify Appropriate Strategy.

FIGURE 23. GOVERNMENT AND LAW - "MASTERY" ITEMS

ITEM NUMBER	BASIC SKILLS PLAN OBJECTIVE	SKILL	ITEM DESCRIPTOR
68	I - B	R	Executive Branch of Government-Succession.
75	II - B	ID	Constitutional Guarantees of Rights- Illegal Search.
83	III - B	ID	What Society Deems Criminal-Identification of a Crime.
85	III - C	PS	When and How to Hire a Lawyer-Protection of Rights.
87	III - D	R	Individual Rights When Arrested-Identification of Rights.

R = Reading
C = Computation
CM = Communication Mechanics
ID = Identification of Facts and Terms
PS = Problem Solving

MENTAL AND PHYSICAL HEALTH

Figure 24, below, summarizes the average (mean) percent of Mental and Physical Health items answered correctly by sophomores in the District and in individual high schools.

FIGURE 24. DISTRICT STUDENT PERFORMANCE - MENTAL AND PHYSICAL HEALTH

LOCATION	MEAN PERCENT OF ITEMS CORRECT
District	75.9
Albuqerque High School	73.7
Cibola High School	74.1
Del Norte High School	76.2
Eldorado High School	81.0
Highland High School	76.6
Manzano High School	79.8
Rio Grande High School	69.6
Sandia High School	81.7
Valley High School	73.2
West Mesa High School	70.0
Albuquerque Evening School	62.7
School on Wheels	79.6
Freedom High School	73.8
New Futures High School	67.6

Students' performance in Mental and Physical Health (District mean 75.9% of items answered correctly) ranked second of the five content areas. Mean percent of items answered correctly in individual comprehensive schools ranged from 69.6% correct to 81.7% correct, with a median score of 76.2% correct.

Utilizing the Rasch scoring system to adjust for item difficulty, the following pattern emerges:

FIGURE 25.
COMPARISON OF MENTAL AND PHYSICAL HEALTH ITEM DIFFICULTY WITH STUDENT ACHIEVEMENT

Mean Item Difficulty -	504
Mean Student Score (Grade 10) -	580

Thus, District students are scoring considerably above the average difficulty level of the items in Mental and Physical Health.

When student ability as well as item difficulty is considered, the following pattern emerges:

FIGURE 26.
COMPARISON OF ACTUAL STUDENT PERFORMANCE IN MENTAL AND PHYSICAL HEALTH WITH EXPECTED STUDENT PERFORMANCE

NUMBER OF ITEMS ABOVE EXPECTED PERCENT CORRECT -	17
NUMBER OF ITEMS EQUAL TO EXPECTED PERCENT CORRECT -	3
NUMBER OF ITEMS BELOW EXPECTED PERCENT CORRECT -	9
TOTAL NUMBER OF MENTAL AND PHYSICAL HEALTH ITEMS -	29

In a majority of Mental and Physical Health items, students are scoring above the level predicted by item difficulty and student ability.

FIGURE 27. MENTAL AND PHYSICAL HEALTH - "NEEDS" ITEMS

ITEM NUMBER	BASIC SKILLS PLAN OBJECTIVE	SKILL	ITEM DESCRIPTOR
95	I - A	PS	Know Obvious Signs of Illness- Vital Signs.
101	II - A	ID	Principles of Health Maintenance.
104	II - B		Principles of Nutrition- Computation from a Chart.
108	III - A	PS	Psycho-physical Influences of Pregnancy- Health Maintenance During Pregnancy.
110	III - C	ID	Child-Rearing Practices- Decisions Regarding Day Care.

FIGURE 28. MENTAL AND PHYSICAL HEALTH - "MASTERY" ITEMS

ITEM NUMBER	BASIC SKILLS PLAN OBJECTIVE	SKILL	ITEM DESCRIPTOR
96	I - B	PS	Know Types of Medical Facilities- When to See a Doctor.
107	III - A	ID	Psycho-Physical Influences of Pregnancy- Relationship Between Mother's Health and Baby's Health.
114	III - D	PS	Special Health Needs of Adolescents- Handling Disagreements.
115	IV - A	ID	Recognize Potential Hazards- Hazards in the Home.
116	IV - A	PS	Recognize Potential Hazards- Unsafe Objects for Children.
122	IV - D	PS	Get Assistance in Emergencies- Identify Appropriate Course of Action.

R = Reading
C = Computation
CM = Communication Mechanics
ID = Identification of Facts and Terms
PS = Problem Solving

OCCUPATIONAL KNOWLEDGE

Figure 29, below, summarizes the average (mean) percent of Occupational Knowledge items answered correctly by sophomores in the District and in individual high schools.

FIGURE 29. DISTRICT STUDENT PERFORMANCE - OCCUPATIONAL KNOWLEDGE

LOCATION	MEAN PERCENT OF ITEMS CORRECT
District	67.4
Albuquerque High School	66.2
Cibola High School	66.0
Del Norte High School	69.0
Eldorado High School	71.9
Highland High School	68.8
Manzano High School	72.2
Rio Grande High School	58.9
Sandia High School	75.4
Valley High School	66.7
West Mesa High School	55.9
Albuquerque Evening High School	58.8
School on Wheels	79.3
Freedom High School	62.5
New Futures High School	58.8

Students' performance in Occupational Knowledge (District mean percent correct--67.4%--ranked fourth of the five content areas. Mean scores for individual comprehensive schools ranged from 55.9% of items correct to 75.4% of items correct with a median score of 68.8% correct.

Utilizing the Rasch scoring system to adjust for item difficulty, the following pattern emerges:

FIGURE 30.
COMPARISON OF OCCUPATIONAL KNOWLEDGE ITEM DIFFICULTY WITH STUDENT ACHIEVEMENT

Mean Item Difficulty -	531
Mean Student Score (Grade 10) -	576

Thus, students in the Albuquerque Public Schools are scoring above the difficulty level of the Occupational Knowledge items.

Utilizing the Rasch system to adjust for student ability as well as item difficulty, the following pattern emerges:

FIGURE 31.
COMPARISON OF ACTUAL STUDENT PERFORMANCE IN OCCUPATIONAL KNOWLEDGE WITH EXPECTED STUDENT PERFORMANCE

NUMBER OF ITEMS ABOVE EXPECTED PERCENT CORRECT -	20
NUMBER OF ITEMS EQUAL TO EXPECTED PERCENT CORRECT -	2
NUMBER OF ITEMS BELOW EXPECTED PERCENT CORRECT -	5
TOTAL NUMBER OF OCCUPATIONAL KNOWLEDGE ITEMS -	27

As is the case with all content areas, District students are performing above the level which would be expected if one were to take only student ability and item difficulty into consideration.

FIGURE 32. OCCUPATIONAL KNOWLEDGE - "NEEDS" ITEMS

ITEM NUMBER	BASIC SKILLS PLAN OBJECTIVE	SKILL	ITEM DESCRIPTOR
125	I - B	ID	Minimum Qualifications for Jobs.
129	I - D	PS	Factors Which Affect Job Choices.
135	II - B	PS	Inquire About or Apply for a Job- Identifying Effective Strategies.
137	II - C	C	Fill Out the Forms for Employment.
140	II - D	ID	Construction, Importance of Resume- Reasons for Submitting Resume.

FIGURE 33. OCCUPATIONAL KNOWLEDGE - "MASTERY" ITEMS

ITEM NUMBER	BASIC SKILLS PLAN OBJECTIVE	SKILL	ITEM DESCRIPTOR
143	III - A	R	Standards of Behavior for Employment- Understanding and Following Instructions.

R = Reading
C = Computation
CM = Communication Mechanics
ID = Identification of Facts and Terms
PS = Problem Solving

SUMMARY - DISTRICT STUDENTS' CONTENT AREA PERFORMANCE

From highest percent correct to lowest percent correct, District sophomores' performance on the five content areas ranked as follows:

FIGURE 34. DISTRICT STUDENT PERFORMANCE -- NMHSPE CONTENT AREAS.

	PERCENT CORRECT	MEAN RASCH SCALE SCORE
COMMUNITY RESOURCES	78.4	593
MENTAL AND PHYSICAL HEALTH	75.9	580
CONSUMER ECONOMICS	67.8	581
OCCUPATIONAL KNOWLEDGE	67.4	576
GOVERNMENT AND LAW	61.1	577

It is important to note that, if one were to take item difficulty into consideration, the ranking (based on Rasch scale scores) would be entirely different. This is due to the discrepancies in item difficulty levels from subtest to subtest. Since Government and Law items were significantly more difficult than Occupational Knowledge items, a lower percent correct in Government and Law corresponds to a higher scale score.

It is also important to recall that students' performance on the five content areas is heavily influenced by performance in the corresponding skill areas. If one content area, for example, were to have a preponderance of items representative of a difficult skill area, such a preponderance could influence content area results significantly. The impact of this extremely important fact will be explored in a later section of this report.

E. DISTRICT STUDENT PERFORMANCE IN THE NMHSPE SKILL AREAS

INTRODUCTION

For each skill area the following data will be provided:

1. The average percent of items answered correctly by students in the District and in individual high schools.
2. A comparison between item difficulty and District student performance.
3. A comparison between expected student performance and actual student performance, based on item difficulty and student ability.

NOTE: No "Needs" and "Mastery" items are listed under skill areas since these items have been previously presented by content area.

READING

Figure 35, below, summarizes the average (mean) percent of Reading items answered correctly by sophomores in the District and in individual high schools. The Reading skill area was assessed by 39 items.

FIGURE 35. DISTRICT STUDENT PERFORMANCE IN READING.

LOCATION	MEAN PERCENT OF ITEMS CORRECT
District	79.4
Albuquerque High School	75.1
Cibola High School	79.3
Del Norte High School	80.6
Eldorado High School	84.2
Highland High School	78.8
Manzano High School	82.7
Rio Grande High School	71.3
Sandia High School	85.0
Valley High School	75.3
West Mesa High School	71.8
Albuquerque Evening High School	64.9
Freedom High School	78.8
New Futures High School	72.3
School On Wheels	65.6

Student performance in Reading (District average-79.4% correct) ranked second of the five skill areas. Mean percent of items answered correctly for individual comprehensive high schools ranged from 71.3% correct to 85% correct with a median of 79.3% correct.

Utilizing the Rasch scoring system to adjust for item difficulty, the following pattern emerges:

FIGURE 36.
COMPARISON OF READING ITEM DIFFICULTY WITH STUDENT ACHIEVEMENT

Mean Item Difficulty -	509
Mean Student Score (Grade 10) -	584

District students are thus scoring above the level in Reading that would be predicted by item difficulty level alone.

When one considers student ability as well as item difficulty, the following pattern emerges:

FIGURE 37.
COMPARISON OF ACTUAL STUDENT PERFORMANCE IN READING WITH EXPECTED STUDENT PERFORMANCE

NUMBER OF ITEMS ABOVE EXPECTED PERCENT CORRECT -	23
NUMBER OF ITEMS EQUAL TO EXPECTED PERCENT CORRECT -	9
NUMBER OF ITEMS BELOW EXPECTED PERCENT CORRECT -	7
TOTAL NUMBER OF READING ITEMS -	39

Students are thus performing at a higher level in Reading than would be expected if one considers student ability and the difficulty of the items.

COMMUNICATION MECHANICS

NOTE : Since Communication Mechanics is represented by only three items on the NMHSPE, overall results in this skill area are extremely unreliable. Results are reported for general information purposes only. It is not possible to assess student ability in Communication Mechanics from the NMHSPE alone.

Figure 38, below, summarizes the average (mean) percent of Communication Mechanics items answered correctly by sophomores in the District and in individual high schools.

FIGURE 38. DISTRICT STUDENT PERFORMANCE IN COMMUNICATION MECHANICS

LOCATION	MEAN PERCENT OF ITEMS CORRECT
District	85.0
Albuquerque High School	83.7
Cibola High School	84.7
Del Norte High School	85.7
Eldorado High School	87.7
Highland High School	85.0
Manzano High School	90.0
Rio Grande High School	79.7
Sandia High School	91.3
Valley High School	83.0
West Mesa High School	81.3
Albuquerque Evening High School	77.7
Freedom High School	75.3
New Futures High School	76.7
School On Wheels	75.0

The average percent of Communication Mechanics items answered correctly (District average--85%) ranked first of the five skill areas. Mean scores for comprehensive high schools ranged from 79.7% of items correct to 91.3% correct, with a median score of 85% correct.

Using the Rasch scoring to adjust for item difficulty, the following pattern emerges:

FIGURE 39.
COMPARISON OF COMMUNICATION MECHANICS ITEM DIFFICULTY WITH STUDENT ACHIEVEMENT

Mean Item Difficulty -	495
Mean Student Score (Grade 10) -	581

District students are thus scoring well above the difficulty level of the three items in Communication Mechanics.

Utilizing the Rasch system to adjust for student ability as well as item difficulty, the following pattern emerges:

FIGURE 40.
COMPARISON OF ACTUAL STUDENT ACHIEVEMENT IN COMMUNICATION MECHANICS WITH EXPECTED STUDENT PERFORMANCE

NUMBER OF ITEMS ABOVE EXPECTED PERCENT CORRECT -	1
NUMBER OF ITEMS EQUAL TO EXPECTED PERCENT CORRECT -	2
NUMBER OF ITEMS BELOW EXPECTED PERCENT CORRECT -	0
TOTAL NUMBER OF COMMUNICATION MECHANICS ITEMS -	3

Therefore, students in the Albuquerque Public Schools are scoring at a significantly higher level than expected in one of the three Communication Mechanics items. Since there are only three items measuring the skill, the overall score in Communication Mechanics is disproportionately high.

COMPUTATION

Figure 41, below, summarizes the average (mean) percent of Computation items answered correctly by sophomores in the District and in individual high schools. Computation was assessed by 17 items.

FIGURE 41. DISTRICT STUDENT PERFORMANCE IN COMPUTATION.

LOCATION	MEAN PERCENT OF ITEMS CORRECT
District	70.8
Albuquerque High School	65.4
Cibola High School	73.3
Del Norte High School	73.6
Eldorado High School	76.4
Highland High School	72.8
Manzano High School	72.8
Rio Grande High School	62.1
Sandia High School	77.8
Valley High School	68.6
West Mesa High School	64.4
Albuquerque Evening High School	59.2
Freedom High School	71.5
New Futures High School	54.9
School On Wheels	58.1

Students' performance in Computation (District mean- 70.8% of the items answered correctly) ranked third of the five skill areas. Mean scores for individual large high schools ranged from 62.1% answered correctly to 77.8% answered correctly with a median of 72.8% correct.

Utilizing the Rasch scoring system to adjust for item difficulty, the following pattern emerges:

FIGURE 42.
COMPARISON OF COMPUTATION ITEM DIFFICULTY WITH STUDENT ACHIEVEMENT

Mean Item Difficulty -	532
Mean Student Score (Grade 10) -	579

District students are thus scoring above the difficulty level of the Computation items.

Taking into consideration student ability as well as item difficulty, the following pattern emerges:

FIGURE 43.
COMPARISON OF ACTUAL STUDENT PERFORMANCE IN COMPUTATION WITH EXPECTED STUDENT PERFORMANCE

NUMBER OF ITEMS ABOVE EXPECTED PERCENT CORRECT -	9
NUMBER OF ITEMS EQUAL TO EXPECTED PERCENT CORRECT -	3
NUMBER OF ITEMS BELOW EXPECTED PERCENT CORRECT -	5
TOTAL NUMBER OF COMPUTATION ITEMS -	17

Thus, District students are, on a majority of items, scoring above the expected level of achievement.

PROBLEM SOLVING

Figure 44, below, summarizes the average (mean) percent of Problem Solving items answered correctly by sophomores in the District and in individual comprehensive high schools. Problem Solving was assessed by 48 items.

FIGURE 44. DISTRICT STUDENT PERFORMANCE IN PROBLEM SOLVING.

LOCATION	MEAN PERCENT OF ITEMS CORRECT
District	67.3
Albuquerque High School	64.0
Cibola High School	67.1
Del Norte High School	68.7
Eldorado High School	67.9
Highland High School	68.0
Manzano High School	70.4
Rio Grande High School	60.5
Sandia High School	73.6
Valley High School	64.2
West Mesa High School	61.0
Albuquerque Evening High School	58.7
Freedom High School	66.0
New Futures High School	61.7
School On Wheels	57.9

Students' performance in Problem Solving (District average- 67% of the items correct) ranked fourth of the five skill areas. Mean scores for individual large schools ranged from 60.5% of the items correct to 73.6% of the items correct with a median of 67.3% correct.

Utilizing the Rasch scoring system to adjust for item difficulty, the following pattern emerges:

FIGURE 45.
COMPARISON OF PROBLEM SOLVING ITEM DIFFICULTY WITH STUDENT ACHIEVEMENT

Mean Item Difficulty -	530
Mean Student Score (Grade 10) -	576

District students are thus scoring above the level that would be expected if item difficulty alone were considered.

When one takes student ability as well as item difficulty into consideration, the following pattern emerges:

FIGURE 46.
COMPARISON OF ACTUAL STUDENT PERFORMANCE IN PROBLEM SOLVING WITH EXPECTED STUDENT PERFORMANCE

NUMBER OF ITEMS ABOVE EXPECTED PERCENT CORRECT -	28
NUMBER OF ITEMS EQUAL TO EXPECTED PERCENT CORRECT -	3
NUMBER OF ITEMS BELOW EXPECTED PERCENT CORRECT -	17
TOTAL NUMBER OF PROBLEM SOLVING ITEMS -	48

In a majority of items, students are scoring above the level predicted by item difficulty and student ability.

IDENTIFICATION OF FACTS AND TERMS

Figure 47 , below, summarizes the average (mean) percent of Identification of Facts and Terms items answered correctly by sophomores in the District and in individual high schools. Identification of Facts and Terms was assessed by 39 items.

FIGURE 47. DISTRICT STUDENT PERFORMANCE IN IDENTIFICATION OF FACTS AND TERMS.

LOCATION	MEAN PERCENT CORRECT
District	67.1
Albuquerque High School	64.2
Cibola High School	69.0
Del Norte High School	70.7
Eldorado High School	72.1
Highland High School	69.1
Manzano High School	71.2
Rio Grande High School	60.5
Sandia High School	75.1
Valley High School	65.4
West Mesa High School	61.8
Albuquerque Evening High School	59.8
Freedom High School	67.9
New Futures High School	62.8
School On Wheels	59.5

Students' performance in Identification of Facts and Terms (District average- 67.1% of the items correct) ranked fifth of the five skill areas. Mean scores for individual comprehensive high schools ranged from 60.5% of the items correct to 75.1% of the items correct, with a median score of 69.1% correct.

Utilizing the Rasch scoring system to adjust for item difficulty, the following pattern emerges:

FIGURE 48.
COMPARISON OF IDENTIFICATION OF FACTS AND TERMS ITEM DIFFICULTY WITH STUDENT ACHIEVEMENT

Mean Item Difficulty -	582
Mean Student Score (Grade 10) -	530

District students are therefore scoring above the level that would be expected if one were to consider item difficulty alone.

When one takes into consideration student ability as well as item difficulty, the following pattern emerges:

FIGURE 49.
COMPARISON OF ACTUAL STUDENT PERFORMANCE IN IDENTIFICATION OF FACTS AND TERMS WITH EXPECTED STUDENT PERFORMANCE

NUMBER OF ITEMS ABOVE EXPECTED PERCENT CORRECT -	30
NUMBER OF ITEMS EQUAL TO EXPECTED PERCENT CORRECT -	2
NUMBER OF ITEMS BELOW EXPECTED PERCENT CORRECT -	7
TOTAL NUMBER OF IDENTIFICATION OF FACTS AND TERMS ITEMS -	39

In a majority of items, students are scoring above the expected level in Identification of Facts and Terms.

SUMMARY - SKILL AREA PERFORMANCE

From highest percent of items answered correctly to lowest percent of items answered correctly, sophomores' performance on the five skill areas ranked as follows:

FIGURE 50. SUMMARY -- DISTRICT STUDENTS' SKILL AREA PERFORMANCE

	PERCENT OF ITEMS CORRECT	MEAN RASCH SCALE SCORE
COMMUNICATION MECHANICS	85.0	581
READING	79.4	584
COMPUTATION	70.8	579
PROBLEM SOLVING	67.3	576
IDENTIFICATION OF FACTS AND TERMS	67.1	582

As was evident in consideration of the five content areas, when item difficulty is taken into consideration (scale scores), the relative performance in the five skill areas varies significantly. Again, this variation is due to differences in the difficulty levels of the five skill areas. Since, for example, Identification of Facts and Terms items were more difficult than Problem Solving items, a lower percent correct in the former skill area corresponds to a higher Rasch scale score in the latter skill area.

F. SKILL AND CONTENT AREA INTERACTION

As has been stated previously, since each NMHSPE item represents the application of a skill to a content area, the interaction between skill area and content area is a crucial consideration in analysis of NMHSPE results. In fact, the interaction between skill and content areas is such a significant factor that it strongly affects interpretation of performance on each of the skill and content areas. Careful analysis of the interaction patterns leads to a significantly clearer understanding of student strengths and weaknesses on the NMHSPE. Such analysis therefore is invaluable for examining the curriculum implications of the test.

Figure 51 , below, summarizes District student performance when each of the five skill areas is applied to each of the five content areas.

FIGURE 51. SKILL AND CONTENT AREA INTERACTION

NOTE: The NUMBERS WITHIN EACH CELL represent the average percentage of items answered correctly by District students in each Skill-Content area. NUMBERS IN PARENTHESES represent the number of items in the cell. For example, in the upper left cell, District students scored an average of 76.2% correct on the 13 Reading-Community Resources items.

	COMMUNITY RESOURCES	CONSUMER ECONOMICS	GOVERNMENT AND LAW	HEALTH	OCCUPATIONAL KNOWLEDGE	TOTAL # ITEMS
READING	76.2% (13)	79.4% (7)	73.2% (5)	80.7% (7)	77.3% (7)	(39)
COMMUNICATION MECHANICS	NO ITEMS	83.0% (2)	89.0% (1)	NO ITEMS	NO ITEMS	(3)
COMPUTATION	81.2% (4)	68.8% (6)	56.9% (1)	68.0% (4)	71.0% (2)	(17)
IDENTIFICATION OF FACTS AND TERMS	96.7% (3)	76.2% (6)	56.9% (15)	76.3% (7)	66.4% (8)	(39)
PROBLEM SOLVING	77.1% (7)	57.8% (13)	58.9% (7)	80.1% (11)	64.7% (10)	(48)
TOTAL # OF CONTENT ITEMS	(27)	(34)	(29)	(29)	(27)	TOTAL NMHSPE ITEMS-146

DISCUSSION

Figure 51 clearly illustrates the fact that content area performance and skill area performance must be considered as interdependent. To cite one example: student performance in Problem Solving is low when compared with other content areas. However, when Problem Solving skills are applied to Mental and Physical Health, the average percent correct (80.1) is relatively high: considering the twenty-two skill-content areas, the average percentage of Problem Solving-Mental and Physical Health items answered correctly was sixth highest. Similarly, student performance in Community Resources is higher than in the other content areas. But, when Problem Solving skills are applied to Community Resources, the average percent of items answered correctly (78.5%) is only the tenth highest of the twenty-two skill-content areas.

Furthermore, since in the design of the NMHSPE, basic skills are defined in terms of an interaction between content and skill areas, it is logical to report results on the exam in terms of this interaction. Such a reporting method provides an accurate and sensitive overview of the dynamics of student achievement on the NMHSPE.

SKILL-CONTENT AREA RANKINGS

Figure 52, below, provides a list of District student scores in skill-content areas. The scores presented in each of the cells of Figure 51 are ranked from highest (1) to lowest (22).

NOTE: Three of the skill-content areas are not represented by any items on the 1983 NMHSPE.

Figure 52. Skill-Content Area Ranking

1.	Identification of Facts and Terms - Community Resources	(96.7)
*2.	Communication Mechanics - Government and Law	(89.0)
*3.	Communication Mechanics - Consumer Economics	(83.0)
4.	Computation - Community Resources	(81.2)
5.	Reading - Health	(80.7)
6.	Problem Solving - Health	(80.1)
7.	Reading - Consumer Economics	(79.4)
8.	Reading - Community Resources	(78.5)
9.	Reading - Occupational Knowledge	(77.3)
10.	Problem Solving - Community Resources	(77.1)
11.	Identification of Facts and Terms - Health	(76.3)
12.	Identification of Facts and Terms - Consumer Economics	(76.2)
13.	Reading - Government and Law	(73.2)
14.	Computation - Occupational Knowledge	(71.0)
15.	Computation - Consumer Economics	(68.8)
16.	Computation - Health	(68.0)
17.	Identification of Facts and Terms - Occupational Knowledge	(66.4)
18.	Problem Solving - Occupational Knowledge	(64.7)
19.	Problem Solving - Government and Law	(58.9)
20.	Problem Solving - Consumer Economics	(57.8)
21.	Identification of Facts and Terms - Government and Law	(56.9)
22.	Computation - Government and Law	(56.9)
23.	Communication Mechanics - Community Resources	no item
24.	Communication Mechanics - Health	no item
25.	Communication Mechanics - Occupational Knowledge	no item

* These scores are not reliable, due to the small number of items in the cells. See interpretation pertaining to #1, below, for further discussion.

INTERPRETATION OF STUDENT PERFORMANCE IN SKILL-CONTENT AREAS

Interpretation of student performance in skill-content areas is extremely problematic. The average scores achieved by students vary according to at least four factors:

1. The number of items in each skill-content area.
2. The average difficulty of items in each skill-content area.
3. The level of student mastery of the skill area involved.
4. The level of student mastery of the content area involved.

1. The number of items in each skill-content area can affect performance in that the fewer items that are present, the more likely an extremely high or low mean score will be attained. For example, two of the Communication Mechanics items are ranked in the top five skill-content areas. This does not necessarily mean that student achievement in this skill-content area is higher than in other skill-content areas: merely performance in those two specific items may or may not be representative of what an overall performance score might indicate. In those skill-content areas with a significant number of items, on the other hand, the mean score is probably more representative of "true" student performance.

2. As has been previously discussed, each item in the NMHSPE has been assigned a difficulty level based on 1980-81 student performance on the item. A higher difficulty level, unfortunately, may be due to a number of factors, including: lack of coverage by the curriculum, a high level of requisite cognitive skills, the presence of unfamiliar vocabulary in the item, etc. If one of these skill-content areas contains a high number of difficult items, how is one to interpret this result? Is it due to inherent item difficulty, to lack of coverage by the curriculum, to unfamiliar vocabulary? Is the item "difficult" because students can't answer it, or can students not answer the item because it is "difficult"? Unfortunately, there is no way to answer such questions definitively.

3. If one were not familiar with the results of this exam, one might assume that content area performance showed a consistant pattern across skill areas and that skill area performance did likewise. Such is not the case. As we have seen, skill and content area performance vary dramatically in relation to each other. This fact is highly significant. Given this dramatic variation <u>within</u> skill and content areas, it is not enough to analyze skill and content areas in isolation. As a result, the skill-content interaction should be the basic unit of analysis for NMHSPE results.

In interpreting this interaction, however, it is essential to be mindful of the limitations cited. One should consider item difficulty (as represented in the Rasch difficulty values), but remember that the concept and calculation of difficulty are themselves based on student performance, which may be subject to a multitude of influences. It is also essential to discount the significance of any skill-content interaction which is represented by only a few items.

In spite of the limitations, an examination of skill-content interaction provides valuable perspectives on the NMHSPE results. As will be illustrated in the following section of the report, the implications for instruction are highly significant.

CHAPTER III.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

Because the design of the NMHSPE (Rasch scoring, interaction of skill and content areas, for example) is extremely complex, it is difficult to draw definitive conclusions. If the NMHSPE were a norm-referenced test (in which the standard of performance is based on comparison with the performance of all students in the norm group), or if it were purely a criterion-referenced test (in which the passing standard were set without regard to the detailed dynamics of student performance), interpretation of results would be relatively clear-cut. Since the NMHSPE is, instead, a hybrid test, containing elements of each--it is difficult to determine definitively an appropriate standard of performance.

The results, conclusions, and recommendations in this report are based on a thorough examination of all the data available on the test. Information that was necessary and appropriate for understanding the examination results was presented. Based on this information, the following major conclusions can be drawn and the following recommendations made:

1. The percentage of APS students passing the examination is extremely high (93%).

2. The percentage of APS students passing the exam has increased steadily over the last three years.

3. APS is addressing the basic skills in its curriculum in an increasingly effective manner.

4. The NMHSPE is an interdisciplinary test: it requires students to apply skills acquired in a variety of subjects (in English, social, studies, science) to content areas. Since each item is an application of a skill to a content area, it is unrealistic to expect that attention to content by itself will improve student performance on the NMHSPE. Interdisciplinary approaches to teaching content and skills would be effective in improving student performance.

5. Although the NMHSPE is a "high school" proficiency exam, the basic skills represented in the NMHSPE are appropriate for inclusion in the curricula of elementary schools, middle schools, and high schools. Student acquisition of these skills is dependent upon an articulated and sequential approach to instruction. On the basis of student need, elementary, middle school, and high school curricula should reflect appropriate expectations at each level.

6. On the basis of priorities established by close examination of the NMHSPE results presented and discussed in this report, elementary schools, middle schools, and high schools should identify curricular priorities related to the New Mexico Basic Skills Plan. Individual School Reports provided to each high school are designed to assist in such efforts.

APPENDICES

APPENDIX I

NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

GOALS AND OBJECTIVES

Content Area: Community Resources

Goal: To understand how individuals use community resources, including transportation systems, to achieve a more satisfactory way of life.

Major Objective: 1. The individual should know when and how to use recreational resources. This means that he or she should know:

Objective: A. About the types of services offered by various facilities, both public and private, for recreation and entertainment.

Objective: B. How to schedule activities at or through the various facilities.

Objective: C. What types of equipment, or preparation, or previous experience might be required for participation in various activities.

Major Objective: 2. The individual should know when and how to use informational resources. This means that he or she should know:

Objective: A. Which agencies or facilities (e.g., library, television, radio, newspaper, bulletin board) provide various types of information.

Objective: B. How to gain access to the various agencies.

Objective: C. The circumstances under which various types of information might be helpful.

Major Objective: 3. The individual should know how and when to use various community services. This means that he or she should know:

Objective: A. Which agencies or departments provide various types of services.

Objective: B. How to apply for or gain access to various types of community services.

Major Objective: 4. The individual should know how to use transportation systems and services. This means that he or she should:

Objective: A. Know how to determine the appropriate mode of transportation.

Objective: B. Know how to use transportation schedules.

Objective: C. Know how to calculate fares and other costs of transportation.

Objective: D. Know how to use road, city, and special transportation maps.

Objective: E. Know how to make reservations and other travel arrangements.

Objective: F. Know how to drive safely and legally.

Objective: G. Know how to apply for and obtain the various documents associated with travel.

Objective: H. Understand how time zones and daylight saving time may affect travel plans.

Objective: I. Understand how modern transportation causes public problems.

Content Area: Occupational Knowledge

Goal: To develop knowledge and occupations that will enable individuals to secure employment that fits their particular needs and interests.

Major Objective: 1. The individual should understand how education, interests, and experience affect the kinds of employment one can or should pursue. This means that he or she should know:

Objective: A. Which educational and job experiences are required or recommended for specific occupational categories (or families) and how these requirements relate to the duties of the jobs in those categories.

Objective: B. The minimum qualifications for specific jobs.

Objective: C. How vocational testing and counseling can help individuals identify job interests and abilities.

Objective: D. What factors outside the individual might affect his or her job choices or interests.

Objective: E. How to read and assess job descriptions.

Major Objective: 2. The individual should know how to apply for a job. This means that he or she should:

Objective: A. Know how to use various sources to identify job opportunities.

Objective: B. Know how to inquire about or apply for a job.

Objective: C. Know how to fill out the various forms associated with employment.

Objective: D. Understand the compilation, construction, and importance of a resume or a description of previous jobs.

Objective: E. Understand the importance of job interviews and how to act accordingly.

Major Objective: 3. The individual should know how to maintain a job. This means that he or she should:

Objective: A. Know the standards of behavior for various types of employment.

Objective: B. Understand how and why employers make decisions about promotion and dismissal.

Objective: C. Know the legal restrictions that govern employers and employees.

Objective: D. Understand the financial aspects of employment.

Content Area: Consumer Economics

Goal: To know how to manage a family economy and to demonstrate an understanding of sound purchasing practices.

Major Objective: 1. The individual should know how to plan family or individual budgets. This means that he or she should know:

Objective: A. What a budget is and how it should be used.

Objective: B. How to determine individual needs and resources.

Objective: C. How economic factors affect budgeting.

Major Objective: 2. The individual should understand the effective use of money, money substitutes, and financial services. This means that he or she should:

Objective: A. Know how and why income and sales taxes are collected.

Objective: B. Understand the relationship among various denominations of money and among various weights and measures.

Objective: C. Know how to use various media of exchange.

Objective: D. Know the various types of banking services.

Objective: E. Know how to select, purchase, and maintain insurance policies.

Objective: F. Know how to figure costs and change.

Major Objective: 3. The individual should know how to apply the principles of consumer economics when buying, selling, or leasing goods or services. This means that he or she should:

Objective: A. Know how to use catalogs, consumer guides, and other reference documents to select goods and services.

Objective: B. Understand the principles of comparison shopping and the relation of price to quality.

Objective: C. Know various packaging techniques and which are most cost-effective in terms of quality and storage.

Objective: D. Know how to place orders.

Objective: E. Know where to go to purchase particular goods and services.

Objective: F. Know the laws that have been passed to protect consumers.

Major Objective: 4. The individual should understand the economic factors involved in maintaining consumer goods. This means that he or she should:

Objective: A. Know the basic procedures for the care and upkeep of personal possessions.

Objective: B. Understand the relationship of price to the quality and the life of consumer goods.

Objective: C. Understand the principles of crime prevention.

Major Objective: 5. The individual should understand marketing techniques and how these affect the individual, consumers in general, and the economy. This means that he or she should:

Objective: A. Know various modes and techniques of advertising, including inappropriate or illegal techniques.

Objective: B. Know where to go for help in solving consumer complaints or problems.

Objective: C. Know the relationship among cost, availability, and need.

Objective: D. Understand the implications of consumption in light of finite world resources.

Content Area: Mental and Physical Health

Goal: To understand the principles and practices that lead to good mental and physical health.

Major Objective: 1. The individual should know where, when, and why to seek medical help. This means that he or she should:

Objective: A. Recognize obvious signs of illness and know which require professional attention.

Objective: B. Know the various types of medical facilities typically available in a community.

Objective: C. Know how and why to follow medical instructions.

Objective: D. Know how and why to communicate information about health problems to others.

Major Objective: 2. The individual should know what personal habits promote good health. This means that he or she should:

Objective: A. Know the basic principles of health maintenance.

Objective: B. Know the basic principles of nutrition.

Objective: C. Understand the relationship between drugs and health.

Major Objective: 3. The individual should know how to apply principles of health to planning and raising a family. This means that he or she should:

Objective: A. Understand the physical and psychological influences of pregnancy and the need for proper prenatal care.

Objective: B. Understand the importance of family planning and the effectiveness of various birth control methods.

Objective: C. Know basic child-rearing practices.

Objective: D. Understand the special health needs and concerns of adolescents.

Major Objective: 4. The individual should know how to deal with potential hazards and accidents. This means that he or she should:

Objective: A. Recognize potential hazards.

Objective: B. Know where and when to apply basic safety measures.

Objective: C. Know when and how to apply first aid.

Objective: D. Know how and whom to ask for help in emergencies.

Content Area: Government and Law

Goal: To understand how the structures of government and the functions of the legal system delineate rights and obligations.

Major Objective: 1. The individual should understand the structure and functioning of the federal government. This means that he or she should know about the:

Objective: A. Composition and operation of both houses of Congress.

Objective: B. Composition and operation of the executive branch of government.

Objective: C. Relationships between and among the three branches of government.

Objective: D. Relationships between and among the federal, state, and local governments.

Major Objective: 2. The individual should understand the relationship between individual citizens and the selection and maintenance of government. This means that he or she should:

Objective: A. Know about the electoral process and the individuals role in it.

Objective: B. Know about the Constitutional guarantees of individual rights.

Objective: C. Understand how the individual can try to influence her or his representatives.

Objective: D. Know what kinds of demands the government may and does make on individuals.

Major Objective: 3. The individual should understand the relationship between individual citizens and the legal and penal systems. This means that he or she should know:

Objective: A. The composition and operation of the judicial branch of government.

Objective: B. Which acts society deems criminal.

Objective: C. When and how to hire a lawyer or gain access to other forms of legal aid.

Objective: D. An individual's rights when arrested, held, tried, paroled, or pardoned.

Major Objective: 4. The individual should understand the relationship between individual citizens and government services. This means that he or she should understand:

Objective: A. How various kinds of taxes are collected.

Objective: B. The relationship between taxes and social services.

Objective: C. The reasons for social legislation.

APPENDIX II

ITEM DESCRIPTORS
NEW MEXICO HIGH SCHOOL PROFICIENCY EXAM

Objective Number*	Skill Area**	Item Number	Item Description
COMMUNITY RESOURCES			
1A	CR	1.	Services for recreation, entertainment (interpret a schedule)
		2.	ITEM DELETED
		3.	ITEM DELETED
1B	PS	4.	Schedule activities - resolve conflicts
1C	PS	5.	Equipment required for activities-calculate cost
2A	PS	6.	Agencies providing information-published information sources)
2B	PS	7.	Gain access to agencies-use of a library
2B	R	8.	Gain access to agencies-using a magazine index
2C	R	9.	Identify helpful information-identify relevant information.
2C	PS	10.	Identify helpful information-logical means to an end.
3A	ID	11.	Uses guides to select goods, services-identify appropriate agency-
3B	R	12.	Access to community services-factors affecting choices of facilities
3B	R	13.	Access to community services-follow instructions: filling out a tax form.
4B	R	14.	Uses transportation schedule
4B	R	15.	Uses transportation schedule
4C	C	16.	Calculate fares, costs of transportation
4D	C	17.	Calculate fares, costs of transportation
4D	R	18.	Uses road, city transportation maps
4D	R	19.	Uses road, city transportation maps
4E	C	20.	Make reservations, travel arrangements
4E	ID	21.	Make reservations, travel arrangements-identify relevant information)
4F	R	22.	Drive safely and legally-identification of roadsign
4F	C	23.	Drive safely and legally
4G	R	24.	Apply for and obtain travel documents-identifying appropriate agency
4G	PS	25.	Apply for and obtain travel documents-identify required documents
4H	R	26.	How time zones affect travel plans
4H	R	27.	How time zones affect travel plans
4I	ID	28.	How modern transportation causes problems-environmental impact
4I	PS	29.	How modern transportation causes problems-coping skills
CONSUMER ECONOMICS			
1A	ID	30.	How budgets should be used-definition of a budget
1B	C	31.	Determine needs and resources for family budget

* See Appendix I of District Report for complete list of BASIC SKILLS PLAN OBJECTIVES

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CM = Communication Mechanics
ID = Identification of Facts and Terms
PS = Problem Solving

Objective Number*	Skill Area**	Item Number	Item Description
CONSUMER ECONOMICS (CONTINUED)			
1B	PS	32.	Determine needs and resources for family budget
1B	PS	33.	Determine needs and resources for family budget
1C	PS	34.	How economic factors affect budgeting
1C	PS	35.	How economic factors affect budgeting
2A	ID	36.	How, why income, sales tax are collected-identification of tax form
2A	C	37.	How, why income, sales tax are collected
2B	R	38.	Relationships of weights and measures-use chart for conversion to metrics - distance
2B	C	39.	Relationships of weights and measures-conversion to metrics capacity
2C	PS	40.	Using media of exchange-how interest on loans affects final price
2C	R	41.	Using media of exchange-reading a chart
2D	C	42.	Types of banking services-using a table to compute
2D	R	43.	Types of banking services-interpreting a chart
2E	ID	44.	Selection, maintenance of insurance-selecting appropriate insurance
2F	C	45.	Figure costs and charge
3A	PS	46.	Use guides to select goods, services-computation: multi-function)
3A	R	47.	Uses guides to select goods, services-compute item cost
3B	C	48.	Principles of comparison shopping
3C	R	49.	Principles of comparison shopping-comparing information on labels
3C	PS	50.	Know cost-effective packaging techniques-selecting the best buy
3D	CM	51.	Place orders-using an order form
3D	CM	52.	Place orders-deriving information from a form
		53.	ITEM DELETED
3F	ID	54.	Laws passed to protect consumers
3F	PS	55.	Laws passed to protect consumers - contracts
4A	PS	56.	Procedures for care of psssessions-following instructions
4A	R	57.	Procedures for care of possessions-following instructions
4B	PS	58.	Relationship of price to quality
4C	ID	59.	Principles of crime prevention
5A	ID	60.	Modes, techniques of advertising
5B	R	61.	Where to get help for consumer complaints
5C	PS	62.	Relationship among cost, availability, need
5C	PS	63.	Relationship among cost, availability, need-supply and demand
5D	PS	64.	Implications, world resource consumption-need for conservation

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Objective Number*	Skill Area**	Item Number	Item Description
GOVERNMENT AND LAW			
1A	ID	65.	Composition, operation of Congress-Presidential nomination procedures
1A	ID	66.	Composition, operation of Congress-terms of office
1B	ID	67.	Executive branch of government-terms of office
1B	R	68.	Executive branch of government-succession
1C	ID	69.	Relationships within federal government-jurisdiction of branches
1C	ID	70.	Relationships within federal government-procedures for passing a bill
1D	ID	71.	State, local, federal governments-powers of state governments
ID	ID	72.	State, local, federal governments-responsibilities appropriate at each level.
2A	ID	73.	Electoral process-how influence operates:lobbying
2B	ID	74.	Constitutional guarantees of rights-Bill of Rights
2B	ID	75.	Constitutional guarantees of rights-search
2C	PS	76.	How to influence representatives-appropriate strategies
2C	PS	77.	How to influence representatives-appropriate strategies
2D	ID	78.	Demands the government may make-legal and illegal searches
2D	CM	79.	Demands the government may make-filling out tax forms
3A	PS	80.	Operation of judicial branch-how courts resolve problems
3A	R	81.	Operation of judicial branch-interpreting legal document
3B	R	82.	What society deems criminal-penalties imposed
3B	ID	83.	What society deems criminal-identification of a crime
3C	ID	84.	When and how to hire a lawyer-obtaining legal advice
3C	PS	85.	When and how to hire a lawyer-protection of rights
3D	PS	86.	Individual rights when arrested-identificatin from a reading passage of applicable right
3D	R	87.	Individual rights when arrested-identification of rights
4A	PS	88.	Kinds of taxes-computing from a tax table
4A	PS	89.	Kinds of taxes-interpreting terms, using table to find tax
4B	C	90.	Relationship between taxes and services-how federal money is spent
4B	ID	91.	Relationship between taxes and services-rationale for taxes
4C	R	92.	Reasons for social legislation-comprehension of a regulation
4C	ID	93.	Reasons for social legislation
MENTAL AND PHYSICAL HEALTH			
1A	C	94.	Know obvious signs of illness
1A	PS	95.	Know obvious signs of illness-vital signs

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Objective Number*	Skill Area**	Item Number	Item Description
MENTAL AND PHYSICAL HEALTH (CONTINUED)			
1B	PS	96.	Know types of medical facilities-when to see a doctor
1C	C	97.	Follow medical instructions-doctor's information concerning medication
1C	PS	98.	Follow medical instructions-proper use of medication
1D	R	99.	Communicate health problems to others-filling out forms
1D	R	100.	Communicate health problems to others-identify relevant information
2A	ID	101.	Principles of health maintenance
2A	PS	102.	Principles of health maintenance-coping with illness
2B	R	103.	Principles of nutrition-interpretation of a reading passage
2B	C	104.	Principles of nutrition-computation from a chart
2C	R	105.	Relationship between drugs and health-harmful effects of drugs
2C	ID	106.	Relationship between drugs and health-reason why prescription drugs are restricted
3A	ID	107.	Psycho-physical influences of pregnancy-relationship between mother's health and baby's health
3A	PS	108.	Psycho-physical influences of pregnancy-health maintenance during pregnancy
3B	ID	109.	Importance of family planning-how heredity influences children's health
3C	ID	110.	Child-rearing practices - decisions regarding day care
3C	ID	111.	Child-rearing practices-proper immunization
3C	PS	112.	Child-rearing practices-appropriate toys for children
3D	PS	113.	Special health needs of adolescents-helping friends with a problem
3D	PS	114.	Special health needs of adolescents-handling disagreements
4A	ID	115.	Recognize potential hazards-in the home
4A	PS	116.	Recognize potential hazards-unsafe objects for children
4B	C	117.	Application of safety measures
4B	PS	118.	Application of safety measures-precautions with babies
4C	R	119.	Application of first aid-following instructions
4C	R	120.	Application of first aid-following instructions
4D	R	121.	Get assistance in emergencies-identify important resources
4D	PS	122.	Get assistance in emergencies-identify appropriate course of action
OCCUPATIONAL KNOWLEDGE			
1A	C	123.	Education, experience required for jobs
1A	PS	124.	Education, experience required for jobs-making appropriate occupational choices
1B	ID	125.	Minimum qualifications for jobs
1B	PS	126.	Minimum qualifications for jobs-interpreting an ad

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Objective Number*	Skill Area**	Item Number	Item Description
OCCUPATIONAL KNOWLEDGE (CONTINUED)			
1C	R	127.	Testing, counseling for interest, ability-interpreting occupational test data
1C	PS	128.	Testing, counseling for interest, ability-courses required for careers.
1D	PS	129.	Factors which affect job choices
1D	ID	130.	Factors which affect job choices
1E	R	131.	Read and assess job descriptions
1E	R	132.	Read and assess job descriptions-identification of qualifications
2A	PS	133.	Use sources to identify opportunities-job searching strategies
2A	ID	134.	Use sources to identify opportunities-comparative evaluation of occupational agencies
2B	PS	135.	Inquire about or apply for a job-identify effective strategies
2B	R	136.	Inquire about or apply for a job-information required before applying
2C	C	137.	Fill out the forms for employment
2C	R	138.	Fill out the forms for employment-follow instructions
2D	ID	139.	Construction, importrance of resume-definition
2D	ID	140.	Construction, importance of resume-reasons for submitting one
2E	R	141.	Importance of job interviews-interview strategies
2E	PS	142.	Importance of job interviews-interview strategies
3A	R	143.	Standards of behavior for employment-understand, follow instructions
		144.	ITEM DELETED
3B	PS	145.	Understand promotion, dismissal decisions-identify relevant criteria
3B	ID	146.	Understand promotion, dismissal decisions-definition of terms
3C	ID	147.	Restrictions governing employer, employee-where to direct complaints
3C	ID	148.	Restrictions governing employer, employee-nondiscrimination
3D	PS	149.	Financial aspects of employment-deductions from paychecks
3D	PS	150.	Financial aspects of employment-computation from a chart

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APPENDIX III

FACSIMILE OF NMHSPE DIPLOMA ENDORSEMENT

Albuquerque High School

Albuquerque New Mexico

This Certifies That

has satisfactorily completed the Course of Study prescribed for graduation from this high school and is therefore awarded this Diploma.

Given this twenty-third day of May, nineteen hundred and eighty-three.

PRESIDENT OF BOARD OF EDUCATION

NEW MEXICO BASIC SKILLS PROFICIENCY

SUPERINTENDENT OF SCHOOLS

PRINCIPAL

The New Mexico State Board of Education wishes to recognize students who have demonstrated a degree of performance in addition to graduation requirements. A 'Gold Seal' on the front of the diploma identifies students who have so demonstrated by passing a statewide examination. To these students, the State Board of Education extends a special congratulations. Information regarding individual student performance and the testing program may be obtained from the school district issuing this diploma.